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ABSTRACT

One of a series of resources for teaching sociology at the postsecondary level, this volume contains syllabi and instructional materials for introductory courses in social psychology. The document is divided into five sections. Section I, an introduction, presents an overview of material, instructions for using the syllabi set, cost and ordering information, a checklist for reviewing syllabi, and information about the American Sociological Association services program. Section II is a reading on the teaching of social psychology. Described are rationale, theoretical perspectives, teaching methods, and instructional materials. Section III contains 12 syllabi for teaching courses related to social psychology. Syllabi generally contain the following information: instructional goals of the course, course overview, weekly schedule of topics and assignments, and reading list. Section IV provides additional materials for teaching social pyschology: a grading contract, guidelines for keeping a social psychology journal, a sense of humor scale, take-home assignments, and a research methods activity. The final section lists contributors. (LP)

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THE INTRODUCTORY SOCIAL PSYCHOLOGY COURSE: SYLLABI AND RELATED MATERIALS

Edited by

Judith K. Little

Humboldt State University

with the assistance of George W. Barger, University of Nebraska-Omaha and the ASA Section on Social Psychology

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INTRODUCTION

Overview

This volume is intended as a resource for instructors of introductory social psychology courses. A selection of syllabi, assignments, and projects are included as well as an essay on teaching social psychology.

This project was originally undertaken in 1981 by Howard Schuman, then chair of the Section on Social Psychology. As a result of his efforts, a panel on "The Concept and Content of the Introductory Course in Social Psychology" was offered at the 1982 ASA Annual Meetings in San Francisco. Panelists included Kurt Back, Alex Inkeles, George McCall, and Lynne Zucker. The current editors assumed the responsibilty for compiling these materials for the ASA Teaching Resources Center in 1983 with the full support of the Section on Social Psychology. Submissions were solicited in the February 1984 section Newsletter and the responses are included in this set.

It seems that sociologists often feel some frustration when developing a syllabus for the introductory course. This frustration arises from the fact that social psychology is a specialization within psychology as well as sociology. Instructors face two thorny but interrelated problems. First, perhaps more so than for any other sociology course, instructors must consciously address the question of what should be included in a sociological social psychology course. Second, instructors must compile text and reading materials which adequately integrate the theoretical and research perspectives they wish to emphasize in their course. Howard Schuman, in the January 1984 issue of Teaching Sociology, described this process as "operationalizing" the nature and content of social psychology:

> What does operationalizing have to do with a set of papers on various ways of designing a course on social psychology? Simply this: Developing such a course is also a way of operationalizing a broad concept. This is especially true when persons who identify themselves as social psychologists go about constructing a course that is intended to com municate to new students just what it is about their field that makes it important, meaningful, and worth studying. Social psychology can be defined and approached in so many different ways that the set of decisions involved in including readings and other content are really ways of operationalizing the term itself. In course design, just as in research design, we are forced to go beyond attractive but nebulous conceptual definitions, and lay out as clearly as we can for our students and our colleagues just what it is we mean by the concept "social psychology." (p.115)

The materials contained in this volume provide a number of examples of sociologists' operationalizations of the introductory social psychology course.

Using the Syllabi Set

The compilation of syallabi for sociology courses was initiated by the ASA Section on Undergraduate Education and the ASA Teaching Resources Center in 1977. The sets are designed to be useful to instructors teaching a course for the first time, to instructors preparing to teach after an absence from a particular course, and to instructors interested in revising a course as part of faculty development.

We urge those who use materials from this volume to acknowledge the assistance of the contributor(s) in an appropriate fashion. Users are encouraged to correspond with the contributors to seek further information and to report on experiences with use of their materials. Your comments will also be useful in preparing future editions of this volume. Please send comments as well as any additional contributions you would like to make to future editions to:

Professor Judith Little
Department of Sociology, Anthropology and
Social Work
Humboldt State University
Arcata, CA 95521

Cost and Order Information

Syllabi sets are priced to cover the costs of preparation, printing, mailing and handling. A brochure of all Teaching Resource Center materials is available upon request from:

ASA Teaching Resources Center
The American Sociological Association
1722 N Street, N.W.
Washington, D.C. 20036

The ASA Section on Undergraduate Education

You are invited to join the ASA Section on Undergraduate Education--one of the largest of ASA's many sections. Membership is open to all ASA members. The section provides an organizational platform within the ASA for those who regard teaching as an important function within the profession. Section Day at the Annual ASA Meetings--a full day of sessions on undergraduate education--is possible only because there is a Section. Section members receive the Section Newsletter and informational mailings, announcements, etc. The section works cooperatively with the ASA Projects on Teaching Undergraduate

Education, the ASA Teaching Resources Center, and with state and regional associations to get teaching matters on the agenda. The Section sponsors a hospitality room at the annual meetings.

The Section Council and officers--elected by and from the membership--always has members from universities, two year colleges, and four year colleges. For further membership information, contact:

The American Sociological Association
1722 N Street, N.W.
Washington, D.C. 20036

The ASA Teaching Services Program

The Teaching Services Program of the ASA is a multi-faceted effort to improve and support effective teaching within the discipline of sociology. Stemming from the ASA Projects on Teaching funded by grant money from the Fund for the Improvement of Post-Secondary Education and the Lilly Foundation, the TSP was brought into the ASA office by action of the ASA council in 1978. The TSP provides many services for sociology professors.

1. The Teaching Resources Center is a source for a variety of written materials about teaching including syllabi sets for many sociology courses.

2. The Teaching Resources Groups is a network of trained consultants who are available for departmental visits or teaching workshops. These sociologists have expertise in specific areas of teaching and are matched to the agenda of a department or workshop. TRG visitors can help departments or regional workshop participants address specific instructional questions and problems in sociology. The expenses of the visitor(s) and reasonable honoraria are paid by the requesting department.

3. The ASA Teaching Newsletter is issued 6 times a year and carries articles on classroom teaching, curricula, summaries of recent research on teaching, and other resources of interest. Non- ASA members and institutions may subscribe to this as well as ASA members.

4. Teaching Workshops, sponsored by TSP, are held yearly in locations throughout the country. Information about these workshops is published in Footnotes and the Teaching Newsletter.

For more information about these and other services of the Teaching Services Program contact:

The American Sociological Association
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A Checklist for Reviewing Syllabi

Each user of this syllabi set will borrow and modify parts of other people's work and make a personal organizational synthesis for his or her own syllabus. Charles Goldsmid and Everett Wilson developed a checklist to evaluate one's syllabus for clarity, comprehensiveness, and to make it more accurately reflect the instructional goals and procedures for the course. They initially used the checklist in their course "Seminar-Practicum on the Teaching of Sociology" offered at the University of North Carolina, Chapel Hill.

After completing any course syllabus, an instructor might like to examine and evaluate the product using this set of questions as guidelines. A syllabus is one of the instructor's communications to students, indeed it may be a contract between instructor and student. Self-scrutiny by the instructor should strengthen the syllabus as a statement of what a course offers and what the course objectives are.

A CHECKLIST FOR CONSTRUCTING AND REVIEWING SYLLABI*

1. The syllabus as a message to the student

i Is the substantive framework of the course gotten across?
ii Is the calendar of events clear?
iii Are requirements clear?
(1) tests?
(2) readings: required and desired?
(3) exercises? assigned papers?
(4) attendence?
(5) due dates for various assignments?
(6) conditions justifying exceptions? and not?
iv Are course goals and objectives stated? (see 2 below)
v Are course prerequisites--formal and informal--stated?

2. Course Goals and Objectives

i Does the syllabus contain a statement of general goals for student learning?
ii Are the general course goals translated into operational statement? Or are they left as murky, equivocal general through virtuous statements?
iii Are the operational statements of objectives such that the student will know the extent to which they are achieved?
iv Can the instructor explain (a) how the instructional activities of the course will help the student achieve the course goals, and (b) how extent to which goals are achieved will be measured?

3. Instructional Activities

i Is there a clear link to course goals?
ii Is the need for variation provided for? (see 4 iii below)
iii Are the instructional activities appropriate to the skills and abilities required to master subject matter?

4. Load: Student

i Quantity? too much? too little? Using reading as an example: estimating 40 sessions in 14 weeks and 3 class hours each week, and assuming 2 hours of outside work for each hour in class, we get 84 hours. This would be the equivalent, at 20pp/hour of three 560 page books, minus the time need for writing papers, doing labs and exercises and the like? Difficulty of material, teacher goals for student background obviously need to be taken into account.
ii Distribution of load through the semester? Is it well staged?
iii Variation in load: is there some change of pace/interest through the offering of different sorts of assignments and different class activities? Lab exercises, quizzes, book reviews, essays, field work, library exploration, seeing and reviewing films or tapes, taping current events and other media, computer-assisted instruction, simulations, analysis of raw data.....

*Charles A. Goldsmid and Everett K. Wilson. Passing on Sociology: The Teaching of a Discipline (Belmont, Ca: Wadsworth Publishing Co., 1980).

5. Load: Teacher Is the teacher trying to do too much in one course in terms of his or own · time constraints? Is quantity likely to diminish quality? Thus, given a relatively fixed amount of time, could the teacher provide them with better and quicker feedback on papers if 2 rather than 3 were assigned?

6. Testing: Assessment

i Is there any consideration of two uses of testing:
(1) for learning, stimulating discussion, as a basis for diagnosing strengths and weaknesses?
(2) for grading/certfication?

ii Any indication of the type of test to be used? realistic appraisal of time needed to devise the text? and to evaluate it, including useful feedback to the student? take-home? open book? m-c? essay? other?

iii Source of test items: will students be asked/encouraged to contribute questions/problems/test items?

iv Are the course goals indicated in a set of questions/problems stated at the outset? Perhaps in the syllabus itself? Is the link to testing clear?

v Will the instructor test on:
(1) knowledge of sources of relevant data?
(2) knowledge as to how data are handled to improve the chances our propositions are dependable?

vi Is there any consideration of use of outside examiners?

vii Staging of tests: when will they be given? How early does the instructor think he needs to get some feedback to the student?

viii Are there plans for review, sessions with borderline people, preparation for exams?

7. Paper Assignments: Assessment

i number, scope, goals due dates, format

ii range of acceptable topics or questions for papers

iii criteria to be used in assessing papers

8. The course as an element in the student's life space: Is there any indication that the instructor has considered the problem of

i tying the material of this course to the student's major, or probable major,field? other concerns?

ii to current social issues?

iii to other courses the student may be taking concurrently? In short, does the syllabus leave room for adaption to special interests of individuals and subgroups within the class?

9. Active vs passive teaching-learning (see 4-iii, above)

i Are there devices available for students to modify the agenda, help to reshape the syllabus?

ii Are there various points in the course, as planned, where the student can become actively engaged in the pursuit of problems bearing on course content?

10. Is there some indication that students will be able to see this particular course in the general framework of sociology? An intellectual setting in which the material of this course forms an understandable part?
    i. Do social issues override sociological problems?
    ii. Will the jokes abscure the point?

11. Does the syllabus offer any encouragement for conferences with the instructor?
    i. required? requested? encouraged?
    ii. are appropriate matters for discussion suggested?

12. Audio-visual aids: preparation and follow-up
    If films or other aids are to be used, are they treated seriously rather than as entertaining interludes?

13. Classroom operations: What alternatives to conventional lecture-discussion procedures have been considered?
    i. lab. periods?
    ii. seminar sessions with students presenting and defending a thesis to a whole group of some part of it?
    iii. role playing? sociodrama?
    iv. demonstration of one sort or another?

14. Flexibility
    i. if the teacher intends to have some, is this indicated?
    ii. if there are boundaries to that flexibility, are they specified?
    iii. would examples of student initiative (and teacher response) taken in the past be useful?

15. Utility of the Syllabus as a Sourcebook and Guide
    i. does the syllabus provide students with sources useful in work on assignments (term papers, etc.)?
    ii. does the syllabus identify common stumbling blocks in the course and places students can find assistance?
    iii. will the syllabus be useful to the student after the course?
        (1) does it list books or articles a student might want to read after the course?
        (2) does it list sources (e.g., journals) which will carry future work in the field?
        (3) is this information organized in a useful way?

16. Does the syllabus reveal a course structured around questions worth asking and the pursuit of answers to them?

17. Clarity, Organization and Structure

    i. does the syllabus provide explanation of those technical terms used in the syllabus and course which are likely to cause confusion (e.g., those technical terms which also have "everyday" meanings such as role, theory, hypothesis, evidence)
    ii. is the syllabus organized such that it is easily usable? If long, does it contain a table of contents? Are major topics flagged by special headings, etc.?
    iii. Does the syllabus reveal a course introduction too long or complex or so stressing theoretical and conceptual issues that you may lose the student?

THOUGHTS ON THE INTRODUCTORY COURSE

The following essay is offered as a thought piece to stimulate the critical and conscious deliberation which instructors must bring to the organization of an introductory social psychology course. Other essays which the user of this set may find provocative can be found in Teaching Sociology, volume 11 (2), January, 1984. The three essays published in this journal were orginally presented as a panel on "The Concept and Content of the Introductory Course" at the 1982 ASA annual meetings. They are:

Kurt W. Back, "Teaching social psychology as the human adventure."

George J. McCall, "The first course: Introducing how many--and which--social psychologies."

Lynne G. Zucker, "Varieties of social psychology: Bridging the gap."

Briefly, Professor Back suggests the introductory course should progress from a consideration of the individual and social roles and move through communication and the formation of social groups to an examination of the hierarchical organization of large social units. Professor McCall, after considering possible course offerings defined in terms of their institutional settings and instructors' conceptions of the field, advocates an introductory course emphasizing a Hughesian symbolic interactionist approach. Professor Zucker offers a perspective which combines and attempts to synthesize psychological and sociological theoretical perspectives. Her approach is similar in purpose to that described by Rouse below but uses different techniques and stresses different issues. These papers taken together should give instructors a sense of the diversity of orientations taken toward the introductory course.

TEACHING SOCIAL PSYCHOLOGY

Linda P. Rouse
Western Michigan University

INTRODUCTION

In the discipline of sociology, social psychology has long been a major area of specialization, but one regarded with some ambivalence because of its ties to psychology. From the origins of sociology in the 19th century sociologists have attempted to delineate a unique subject matter, which cannot be reduced to individual psychology. In the Rules of the Sociological Method (1938) Durkheim discussed the nature of social facts and offered the dictum that "the determining cause of a social fact should be sought among the social facts preceeding it and not among the states of the individual consciousness" (p.110). Yet Durkheim recognized that the individual manifestations of social phenomena reflect the "organopsychological constitution of the individual" and the "particular circumstances" in which he or she is placed as well as the external, constraining force of social facts. Not strictly sociological phenomena, these individual manifestations, according to Durkheim, "belong to two realms at once; one could call them sociopsychological" (p.8). Though Durkheim regarded such phenomena as not constituting the immediate subject matter of sociology, his own analyses of social facts such as suicide or religious beliefs and practices were typically with reference to the underlying psychology of human nature. Durkheim's work serves to illustrate the point that sociopsychological concerns have from the beginning been an integral part of the sociological enterprise, even when wedded to an explicit rejection of substantive focus on the individual.

Max Weber's Basic Concepts in Sociology (1962), by comparison, outlined a conception of sociology as "a science which aims at interpretive understanding of social behavior..." (p.5). To gain an explanation of the causes, course, and effects of social action we need to know what sense it makes to the persons involved because humans do not act only mechanically, they respond to one another "meaningfully," on the basis of shared expectations and mutual intentions. Probably the most widely recognized contribution of sociology to social psychology is the work of George Herbert Mead, along with that of W.I. Thomas and Charles Horton Cooley, in developing the perspective known today as symbolic interactionism. According to Mead, "to understand social life is to understand the processes through which individuals interpret situations and construct their actions with respect to each other" (House, 1977: 167). Providing students with an introduction to symbolic interactionism is an important part of a social psychology

course taught in a department of sociology.

In the discipline of psychology, social psychology is also a prominent area of specialization, with a notably different theoretical and empirical tradition than is the case in sociology. In psychology, the substantive focus has been on individual psychological processes. Social psychologists have studied these processes--such as cognition, learning, motivation, perception, attitudes--in relation to social stimuli. Gordon Allport (1968), a psychologist, defined social psychology as "a scientific attempt to understand and explain how the thought, feeling, and behavior of individuals are influenced by the actual, imagined, or implied presence of others" (p.3). The primary method of investigation has been and continues to be experimentation, reflected in the very high percentage of published articles reporting experimental studies. House (1977) argues that "the label 'social psychology' is most commonly applied to and most semantically appropriate for the tradition of social psychology within psychology" (p.163). Similarly, Hewitt's (1979) assessment is that "the approach to social psychology taken by psychologists is the dominant one at present;" that is, "what professionals in both disciplines tend to think of when they refer to social psychology is what psychologists do" (p.5). A course in social psychology, therefore, cannot ignore the work of psychologists if it is to present a reasonable introduction to the field of social psychology as a whole.

Teaching social psychology presents the difficulty but also the opportunity of bringing together materials spanning the disciplines of sociology and psychology.[1] An instructor's goals and choice of course materials, as they determine course content and methods of instruction, will shape, consciously or inadvertantly, the overall conception students develop about social psychology. Two published articles (House, 1977; Stryker, 1977) have commented on the general failure of sociologists and psychologists to appreciate the mutual relevance of their two social psychologies and lamented the relatively small number of studies interfacing psychological social psychology with symbolic interactionism and psychological sociology (which focuses on social structure and personality). While research efforts may or may not remain over-specialized and narrow in vision, the classroom seems an ideal setting to try to integrate various social-psychological perspectives and promote a wider, more coherent picture of the scope of social psychology.

[1]This is not to suggest that work done in other disciplines is not relevant, but only to focus in this brief article on the most obvious interdisciplinary connection.

GENERAL COURSE DESCRIPTION AND GOALS

The type of course envisioned here, as a starting point for discussion, is a single semester, sophomore or junior level undergraduate course which provides an introduction to social psychology for students who have already taken at least one course in psychology or sociology, or both. The amount of overlap with psychology will depend in part on the arrangements at individual campuses. Instructors should make an effort to determine the nature of content covered in related courses in other departments at his or her own institution. The Introduction to Social Psychology offered by the Sociology Department at Western Michigan University has attracted a variety of students; most often majors in sociology, criminology, psychology, business, communication, and social work. For students in psychology, my aim has been to emphasize the social context of individual thought, feeling, and behavior; the limitations of individual psychology for understanding social facts; and alternative perspectives for conceptualizing the nature and effects of social context. For sociology majors the course provides an analysis of how macrosocial phenomena are linked to individual attitudes and behavior, emphasizing the reciprocity of individual and society and focusing on social interaction. Students in related majors are introduced to concepts that help them link the structure of organizations, like business, and social systems, like criminal justice or health and human services, with individual cognition and perception, motivation, and performance.

In short, the course generally attempts to examine the relationship between the individual and society, social structure and process. As House (1977) described the overall subject matter of social psychology, "any work which examines the relationship between individual psychological attributes and social structures, situations, or environment constitutes social psychology" (p.162). Thus, social psychology is useful to students in their professional training but also in generating greater self-awareness and personal insight. In determining their goals for teaching social psychology, instructors will probably confront the question raised in Hewitt's (1979) text: "Of what use is social psychology?" Hewitt's answer goes back to C. Wright Mill's conception of the sociological imagination. Courses in social psychology provide an ideal opportunity to encourage students to develop the ability to make a connection between biography and history, private lives and public issues. Ideally, the course can "promote a fuller understanding of where individuals stand in relation to society and its organization, how they came to be what they are, and think and feel as they do, and how their conduct is influenced by others with whom they come in contact" (p.22).

In my view, this purpose is best served by a social

psychology course which: (1) draws material from both sociology and psychology; (2) provides as broad an exposure as possible to the theoretical perspectives, concepts, and methods used by social psychologists; (3) attempts to integrate them in treating particular substantive topics; and (4) presents social psychology itself as a process through which individuals interpret and construct their action with respect to one another.

There is at least one existing text, Social Psychology (1980) by Jeffrey H. Goldstein, which explicitly introduces social psychology as a process and includes some reflection on the social psychology of social psychology. A social psychology course can do more than try to teach students what social psychologies have "found out" about this, that, or the other topic. (There are already more findings than could ever be adequtely reviewed in a single course. Eg., Wrightsman and Deaux's (1981) text now has seventeen chapters devoted to various substantive topics in social psychology.) Better insight into the process of social psychology can perhaps be conveyed by a strong emphasis on theoretical orientations and methods of inquiry, training students to think about how various approaches, theoretical and methodological, contribute to our understanding of specific phenomena/social issues. Texts routinely open with an overview of theories and methods of research but fail to organize subsequent material as an extension of this basic orientation, so that questions of method and theory per se seem detached from concepts used and findings reported in substantive chpaters. A notable exception is Berkowitz's (1980) text, A Survey of Social Psychology, which outlines four basic themes in social psychologists' conceptions of human nature and strives to carry these themes over into later chapters which review various research traditions.

Teaching Theoretical Perspectives

If a text is used that does not do the job of integrating theory, research, and application, the instructor can still orient lecture and class discussion along such lines. Behaviorism, symbolic interactionism, and psychoanalytic theories, for example, provide critical perspectives vis a vis one another with respect to what are considered the most important features of human behavior and how best to explain (and alter?) them. Questions for discussion might include: Can we understand human social life in terms of stimulus-response relationships without considering intervening cognitive processes? Can we study in a scientific way internal processes not subject to direct measurement? What part do unconscious emotional forces play in motivating individual and social action? Role theory and social exchange theory allow comparison of two views of the manner in which individuals are connected with one another in social structures. How do these theories depart from more psychologically oriented theories? What do they add to our

understanding of ourselves and our society?

Such theories and comparisons among them can be presented as more than a purely academic exercise if they can be shown to be illuminating, in different ways, with reference to "real life" issues and substantive interests. Here instructors have a wealth of potential topics to draw from, as a glance through any social psychology textbook will confirm. Besides the conventional topics covered in experimental social psychology texts, one example given by House (1977) is the area of deviant behavior, through which the mutual relevance of concepts from symbolic interactionism as they have been developed in "labeling theory" and the more psychologically focused concerns of attribution theory can be illustrated. Studies of urban life provide another area in which theoretical convergences are appearing and which may be particularly of interest to students in urban settings. Family violence is a third area in which intra-individual, social psychological, and socio-cultural theories have been explored as they help to explain the causes of aggression in a particular institutional context and suggest implications for public policy.

In short, what this article is suggesting is that introducing students to the process of social psychology means introducing them to the theoretical perspectives which organize the concepts that social psychologists use and this is most effectively done in connection with selected topics of shared interest to particular instructors and students. Moreover, this can be done in addition to giving students some sense of the full range of substantive concerns of social psychologists within both sociology and psychology. One possible strategy for accomplishing this would be to assign require/recommended texts that individually or in combination outline the field as a whole and use class time to develop selected areas in depth. Instead of proceeding chapter by chapter from the beginning of a text, students' first assignment might be to look through all of the assigned readings briefly and prepare a variety of answers to the question, "What do social psychologists study?" In subsequent lectures and class discussions instructors can help students see what all these topics have in common. Conversely, an instructor might select readings that provide detailed coverage of a limited number of substantive concerns and use class time to highlight a diversity of other topics by means of lecture and/or brief oral reports presented by students based on supplementary reading lists.

Teaching Methods

As noted earlier, the dominant method of investigation employed in social psychology is experimental research, though symbolic interactionists have sometimes rejected quantitative methods entirely, relying mainly on

naturalistic observations and informal face-to-face interviews in their empirical studies. The favored method of inquiry employed by social psychologists is a distinctive feature of psychological versus sociological social psychology. It is another aspect of the isolation that has tended to develop between the two social psychologies and a significant consideration in attempting to integrate them. One might argue that this is well and good for practicing social psychologists to mull over but nothing to trouble students with in an introductory course. I would like to present a different case.

Judging from the practice in most social psychology texts, the most frequent strategy used in teaching introductory courses is to make conceptual issues foremost. The concepts may or may not be placed in the context of larger theoretical orientations; research literature is used primarily to illustrate the concepts and amplify what social psychologists "know" about various topics. With this approach social psychology appears to be an array of concepts. An alternative notion is that social psychology is not the concepts themselves but the process by which we generate and evaluate them; a manner of perceiving and interpreting the social world, which is to say, fundamentally a method(s) of inquiry. Maybe we do students a disservice if we teach them concepts and neglect to consider not only how thay are related to one another but also how they were arrived at and with what implications. The credibility of the knowledge base of social psychology and the extent of its "real-life" applicability rest on the methods of investigation by which this knowledge base was acquired. Babbie (1973) makes the point in an undergraduate text on survey methods that data isn't discovered, it is created. Surely this insight is not beyond students in an introductory social psychology course. Introductory courses do not need to be research methods courses per se, but they can be structured to permit students to explore, if only in a limited beginning way, the connection between research methods and the nature of "findings" used to illustrate various concepts. This means doing for methods what was suggested earlier for theory--not abandoning explicit consideration of methods after the close of an obligatory "methods of social psychology" chapter but rather carrying it over into discussion of substantive issues, and giving students some practice in "doing", or thinking about the doing of, social psychology by various methods.

If possible, by all means have students actually participate in a social-psychological experiment, participant observation study, or survey and use their experience as a basis for discussing the nature of what can (and cannot) be learned by these methods about selected topics of mutual interest. If constraints of class size, time, or lack of assistance in setting up such experiences outside of regularly scheduled class meetings prevent this,

try in-class simulations. In connection with readings and lecture on equity theory for example, I was originally able to have students participate on a voluntary basis in an ongoing thesis experiment conerning sex differences in reward allocation, using a simple high-low task performance/public-private allocation manipulation, conducted in our small groups lab. Later, a colleague developed a written description of the experiment that asked students to imagine themselves as a subject, outlined the experiment as presented to the initial subjects, and asked them to make the reward allocation they would have made as a subject. For experiments presented in assigned readings, a partial classroom re-enactment of one or two might help bring them to life for the students. The extent to which most experimental studies reflect life outside the laboratory is a question of external validity that arises quite easily out of such exposure and encourages examination of other methods of investigation, with their own complimentary strengths and weaknesses in relation to specific substantive concerns.

Survey questions lend themselves well to being reproduced and administered in the classroom or as an outside assignment. For example, in connection with class discussion of the concept of self-esteem, suppose students were assigned a reading like "Psychological Selectivity in Self-Esteem Formation" (Rosenberg, 1968). Prior to the reading assignment, students could answer the same kinds of questions on which Rosenberg based his analysis. (If the instructor has easy access to a computer, students can answer on mark sense sheets and actually have their own data analyzed, but this is not essential.) When students themselves have been respondents they are more likely to be interested later in the assigned reading, including tabular presentations of data, and have something to say about the conclusions drawn. They are also in a better position to consider what Rosenberg's article does not specifically address, the manner and degree to which what we know about self-esteem is connected with how we study self-esteem.

Exercises in naturalistic ovservation usually work best when students have prior exposure to at least one brief written account of a study that can serve as a model. Suitable examples are more difficult to locate than is the case with experiments since there are fewer to choose from and thay are more scattered in a variety of sources. One example, however, is an article by Snow, Zurcher and Peters (1981) in the journal Symbolic Interaction, "Victory Celebrations as Theater: A Dramaturgical Approach to Crowd Behavior." It sufficiently outlines the data collection procedures used, connects research and theory, and happens to involve student subjects. A useful strategy in setting up out-of-class observation exercises is to find a number of articles which reflect whatever substantive concerns the instructor wishes to focus on and which are similar to

observations students might be able to carry out. Field settings such as the family, the workplace, the dorm, even the classroom, are appropriate and accessible to students--any social situation which involves more established networks of positions, roles, and ongoing relationships, that are less fleeting and artificial than those encountered in the typical survey or laboratory experiment.

A less demanding variant of naturalistic observation for teaching purposes is to have students keep a journal or simply write up several examples of personal observations pertaining to concepts covered in the social psychology course. (See Vander Zanden, 1981, for examples of observations from student journals.) Such observations can be drawn into classroom discussion or lecture not only to demonstrate the applicability of concepts to "real-life" experience, various nuances of the concpets themselves, and connections among them, but also to consider the pros and cons of direct observation in natural settings as a more formal method of generating and testing ideas about human interaction. The point of all this, clearly, is not for students to become proficient researchers. It is to give them more personal, experientially based insight into the process of social psychology and greater sensitivity to the connection between what is known and how it is known. Rather than promoting one particular method of inquiry, an introduction to social psychology ought to give students as broad as possible an exposure to different methods, with comparisons of their relative strenghts and weaknesses for particular purposes.

INSTRUCTIONAL MATERIALS

Texts

Ideally, I would look for a social psychology text that provides a coherent account of theoretical perspectives and research methods as they relate to the various substantive concerns to which social psychologists have turned their attention in both sociology and psychology; a text which, further, "makes clear the real-world implications of social-psychological scholarship" (Gergen and Gergen, 1981) and is regarded by students as both understandable and interesting. The relative isolation of the two social psychologies is reflected in the kinds of texts available, though, and makes it difficult to find a balanced presentation in a text that meets other criteria as well. On the other hand, one can certainly find a wide range of texts from which to choose and some will fit one's own preferences better than others. The following suggestions regarding possible texts are made with an advance apology for the many other worthwhile books that will not be mentioned in this article.

In general, texts authored by psychologists will

emphasize experimental research and cover the topics of social perception, cognition, attitude organization and change, interpersonal attraction, prosocial behavior, aggression, leadership and power, communication, social influence, and group process. Some may include chapters on morality, social comparison, biological amd cultural influences, individual differences, sexual behavior, environment, and so on. Texts recommended for consideration include: Jones and Gerard, Foundation of Social Psychology; Berkowitz, A Survey of Social Psychology; Goldstein, Social Psychology; Gergen and Gergen, Social Psychology; Hollander, Principles and Methods of Social Psychology; Shaver, Principles of Social Psychology; and Wrightsman and Deaux, Social Psychology in the 1980's. The journal Contemporary Psychology has periodic reviews of social psychology texts and is an excellent instructional resource.[2]

Symbolic interactionist texts and readers will be conspicuously different in focus. There will be less frequent reference to empirical studies and more emphasis on topics such as symbols and meaning, language, socialization, the self, definition of the situation, role-raking and role-making, negotiation of social order, deviance and labeling. Apart from Manis and Meltzer, Symbolic Interactionism: A Reader in Social Psychology and Lindesmith, Straus, and Denzin, Social Psychology, instructors might consider the following: Hewitt, Self and Society: A Symbolic Interactionist Social Psychology; Charon, Symbolic Interactionism; Lauer and Handel, Social Psychology: The Theory and Application of Symbolic Interactionism; or, Allen, Guy and Edgley, Social Psychology as Social Process.

One possible strategy colleagues have used is to combine either Hewitt's or Charon's book, both relatively inexpensive, theoretically focused paperbacks, with Elliot Aronson's The Social Animal, also a paperback, which presents selected topics from psychological social psychology in an informal style emphasizing "the relavance that social psychological research might have for some of the problems besetting contemporary society" (p.xiv). I have sometimes used Vander Zanden's Social Psychology as a text. The book does not provide a very sophisticated "interdisciplinary synthesis" nor a notable integration of theory and research methods on substantive issues but does expose students to a fairly wide sampling of social psychological theory and empirical research, with "some chapters emphasizing psychological interests and research; others, sociological interests and research" (author's preface). In my experience students find this text consistently interesting and the conventional chapter

[2]The journal Contemporary Sociology also carries reviews of books in the area of social psychology but I have not found these as helpful.

organization, moving from intra-individual to interpersonal to group topics, seems to work well. The summaries and glossaries at the end of each chapter are helpful to students, who generally find the presentation of information assigned chapters clear enough to understand on their own, leaving the instructor free to go on from there.

Other Reference Material

Reference materials that might prove useful to instructors and students include Gardner and Aronson's Handbook of Social Psychology; Advances in Experimental Social Psychology, edited annualy by Berkowitz; and Rosenberg and Turner's well received Social Psychology: Sociological Perspectives. There are also several books which provide more detailed overviews of theory in social psychology than found in general social psychology texts: Deutsch and Krauss, Theories in Social Psychology; Franklin, Theoretical Perspectives in Social Psychology; and, Shaw and Costanzo, Theories of Social Psychology

Journals

Social psychological articles appear in the more general sociology jouurnals like AJS, ASR, and Social Problems as well as in Social Psychology Quarterly (formerly Sociometry) and Symbolic Interaction. The Journal of Personality and Social Psychology, the Journal of Experimental Social Psychology, and the Journal of Applied Social Psychology are other journals representative of social psychologists' ongoing research. Students without a strong background in data analysis may feel insecure about going to some of these journals. One exercise I have used is to select several short research reports in JPSP connected with a topic covered in class like attribution theory. After initially reading their text's chapter on research methods, supplemented by lecture and classroom discussion on experimentation, students were given the assignment of selecting one or two of the selected research reports, diagramming the experimental procedure followed, briefly stating the hypothesis tested, and summarizing the researchers' conclusions. This exercise served to demonstrate to students that they could understand the basic experimental procedure used without advanced courses in methods and statistics. From the researchers' literature reviews and suggestions for further research, students were able to see how a "line" of research progresses in relation to a particular theory. Considered along with other experiments described in their main text, this exercise also helped students appreciate how the credibility of the specific operationalizations used in a study are linked to the conclusions drawn and potential application of results. Though one frequent criticism of experimental research is that the majority of subjects are college students, for teaching purposes this helps students identify more readily

with the experiments reported in journals.

Films

Two films I have found particularly useful in teaching social psychology are Conformity and Independence (23 min., Harper and Row Films, 1975) and Group Dynamics: Groupthink (22 min., McGraw-Hill, 1973). The film on conformity and independence reviews some classic experiments, including Sherif's experiment on norm formation, Asch's experiments on group pressure, and Milgram's obedience studies. Seeing these experiments on film goes a long way toward helping students visualize how they were conducted and understand the principles they were designed to test. The film ends with an insightful and amusing challenge to students to test their own independence by performing a simple experiment (singing on a bus). The film on group dynamics show a business group coming to a decision about marketing a new drug with possible dangerous side effects. Irving Janis and one of his former students discuss the eight characteristics of groupthink as illustrated in the business group's decision and how they are related to instances of historical fiascoes in U.S. policy decision. The film does an excellent job in dramatizing how social psychological concepts like groupthink apply to important "real-life" situations.

Invitation to Social Psychology (25 min., Harper and Row Films, 1975) provides an introduction to social psychology focused on three questions: (1) What is the subject matter of social psychology? (2) What are its methods of investigation? and (3) What are some of its discoveries? Topics covered include conformity, aggression, behavior in a simulated prison, and bystander intervention. From time to time I have used other films such as Freud: The Hidden Nature of Man (29 min., Learning Corporation of America, 1970) and Prejudice Film (29 min., Motivational Media, 1973). Films are often a nuisance to schedule and instructors are understandably reluctant to give up already limited class time, but many of the films available are fairly short and can serve as a shared reference point to enliven subsequent lecture and class discussions. Film collections vary from one institution to another but are a resource worth exploring.

Editor's note: Professor Rouse makes many useful suggestions concerning materials worth considering to enhance the introductory course. One caveat is in order, however. Students can be very suspicious and dubious of materials dated even 5 years prior to a course offering.

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THE COURSE SYLLABI

On the following pages are twelve syllabus sets for introductory social psychology courses. Syllabi for courses which use a standard social psychology text as the only required reading are not included here, rather the syllabi present a variety of operationalizations of the introductory course using a diversity of reading materials and assignments.

From information that the instructors provided, it appears that introductory social psychology is taught primarily as an upper divison course. Only one syllabus, Lyn Lofland's, describes a lower divison (freshman and sophomore) course. Social psychology courses do not seem to be required for sociology or social science majors very often. Only the courses taught by Jeffrey Chin Judith Little, and Louis Zurcher are required or part of a requirement disjunction. Included is one graduate level introductory course, taught by Ann Leffler.

Of the courses described on the following pages, the ones taught by Arlene Daniels, Alex Inkeles, Ann Leffler, Judith Little, and Lyn Lofland are offered at universities and colleges on the quarter system; the remaining courses are structured for a semester term. From the instructors' reports, most of the courses draw an average enrollment of 25-50 students. However Jeffrey Chin's course is designed for an enrollment of about 10 while Lyn Lofland's course is addressed to about 150 students.

Most of these courses are variations on the sociological and psychological integration theme. However, John Doby's course stresses evolutionary biological perspectives while Louis Zurcher includes a specific emphasis on social work concerns. Judith Little's course examines small group processes and is somewhat more narrowly focused than many of the other introductory offerings.

SOCIOLOGY 345 Dr. Barger

INTRODUCTORY SOCIAL PSYCHOLOGY

PURPOSES/GOALS OF THIS CLASS:

The goals of this class are

1. to introduce the student to the social psychological perspective, which view human behavior as an outcome of the interaction between social and individual variables within an environmental context;
2. to acquaint the student with some of the principal areas of social psychological interest, and with the current state of data and theory in those areas;
3. to guide the student in understanding the meaning of data and its interpretation within a social psychological perspective.

To accomplish those goals, two major requirements are included for class activity.

1. TESTS: three (3) tests: including two unit tests of 50 questions each, and a comprehensive final exam of 100 questions. Questions are multiple choice, matching and sentence completion, and are intended to review both text reading assignments and the class lecture/discussion sessions.
2. REPLICATION: a study of your own choosing from previous research, or one of your own design, must be completed, and reported in standard ASA/APA form. This report is due two weeks before the scheduled date of the final examination. As many as three students may cooperate in their replication write ONE report, and all receive the same grade for that work.

N.B. OUTSIDE READING: for additional credit, students may elect to read from one (1) to seven (7) articles from acceptable journals or related magazines. Those interested in pursuing this alternative should consult with the class instructor prior to undertaking their first report.
EXPERIMENT VOLUNTEERS: from time to time the Sociology and Psychology departments need volunteers for participation in research. You may earn up to five (5) extra points for such participation, at the rate of 1 point for each half-hour participation in research. (This does not include the replication studies required for this class!)

A student's final grade is assigned on the basis of her/his total accumulation of points over the semester, with the highest total score becoming the 100% base, and other letter grades assigned on that base.

SYLLABUS

FIRST WEEK General Introduction to the Course
History of Social Psychology
SOCIAL PSYCHOLOGY: the systematic study of human behavior which uses both sociological and psychological concepts as its primary theoretical and experimental variables.
Reading: Lindsey and Aronson, Handbook... 2nd ed. I:ch. 1.

SECOND WEEK An overview of Research: data and its meanings.
Reading: Lindsey and Aronson, Handbook . . 2nd Ed. II: just dip here and there. Look as well into a couple of the journals to be found in the library: for instance,
Social Psychology
Journal of Personality and Social Psychology
Journal of Experimental Social Psychology
Journal of Applied Social Psychology
Public Opinion Quarterly
ETC.

THIRD WEEK — Psychoanalytic Theory as a Psychological Social Psychological Theory.

Reading: Lindsey and Aronson, Handbook . . 2nd ed. I:ch. 4.
OR C.S. Hall, A Primer of Freudian Psychology. PAPERBACK ED.
OR R. Brown, Social Psychology. Ch. 8. (library reserve)

FOURTH WEEK — Symbolic Interactionism as a Sociological Social Psychological Theory.

Reading: Handbook . . I:ch. 7; IV: ch.32
G.G. Mead, Mind, Self and Society. PAPERBACK. Part I.

FIFTH WEEK — REVIEW and PLANNING IN REPLICATIONS.

SIXTH WEEK — The Need for Achievement: a psychological social psychological Theory.

Reading: D. McClelland, The Achievement Motive. (on library reserve)
J.W. Atkinson et al, Motives in Fantasy, Action and Society (on library reserve)
R. Brown, Social Psychology. Ch. 9 (on library reserve)

SEVENTH WEEK — Attitudes: a sociological social psychological theory.

Reading: Thomas and Znaniecki, The Polish Peasant. Introduction.
R. Brown, Social Psychology. Ch. 10.(library reserve)
T. Adorno et al, The Authoritarian Personality. (library reserve)

EIGHTH WEEK — REVIEW and WORK ON REPLICATIONS (by individual appointment)

NINTH WEEK — Studies in Group Interaction.

Reading: (assigned during the class sessions, but including
A.P. Hare, et al, Small Groups. (library reserve)
Cartwright & Zander, Group Dynamics. (on library reserve)

TENTH WEEK — Continuation: Group Interaction

ELEVENTH WEEK: Social Influence

Reading (assigned in class, but including:
Z. Rubin, Liking and Loving. (library reserve)
S. Milgram, Obedience to Authority. (on library reserve)

TWELFTH WEEK — Continuation: Social Influence

[THIRTEENTH and FOURTEENTH WEEKS: reports on replications, and 'catch up' work with the previous schedule]

N.B. The foregoing does not constitute a contract, but a prospectus. Students are expected to maintain contact with the class and stay aware of "what's happenin.'"

SOCIAL PSYCHOLOGY AS A DUAL-DISCIPLINE

[class prospectus]

CLASS GOALS: to acquaint the student with the twin perspectives underlying social psychological knowledge;
to familiarize the sudent with the vocabulary and theory necessary to understanding those perspectives;
to introduce the student to selected methods of empirical investigation of these theories and their results;
to encourage the student to seek active application of these results to her/his experience.

INTRODUCTORY: Social Psychology in historical perspective. Its twin origins and current practice.

I. THE SELF IN GENERAL THEORY.

A. Psychoanalytic Theory and the Self.

B. Symbolic Interaction Theory and the Self.

II. THE SELF IN MIDDLE RANGE THEORY.

A. The Achievement Motive.

B. Attitudes.

III. THE SELF IN LOW LEVEL THEORY.

A. Implicit Personality Theory (including Attribution and Exchange)

B. The Group Locus of the Self (phenomenological Self).

In general:

1. Each of these areas includes the following steps --
   an historical introduction to the theory
   some operationalizations of the theory
   suggested implications of the theory and its empirical study
2. A classroom exercise (at least one) involving some operationalization, and analysis of results --[That's how I teach methodology using this approach.] -- for each of the six theoretical approaches.
3. Each of the six is presented as a "psychological" or "sociological" theory, although at the end of each unit I seek to draw the two together.

N.B. I was able to use this approach only while Roger Brown's Social Psychology, (Glencoe, IL.: The Free Press; 1965) was available. It adapted well to this approach. Since I ceased using that book, I haven't found another that will "work".

Social Psychology
Sociology 316

Dr. Richard S. Bobys
Office and Hours:
Charles City Hall, Rm. 305,
Monday through Friday 1-2:30 P.M.
or by appointment

Course objective: To familiarize the student with the contemporary study of human interaction and group dynamics.

General Lecture Outline

I. Basic Concepts
   A. Group dynamics
      1. Why people join groups
      2. The risky shift phenomenon (risk-taking behavior)
      3. Response to deviance in small groups
      4. Reference groups
      5. Cognitive dissonance theory
   B. Collective behavior
      1. Crowds and mobs
      2. The division of labor in society
   C. Operant conditioning and human behavior

II. Social Psychology in Everyday Life
   A. Impression management
   B. Human territoriality
   C. Dynamics of personal involvement

III. Stigmatization

Course Requirements

I. Assigned portions of The Social Animal and Readings About The Social Animal by Elliot Aronson.

II. A. Midterm examination.
   B. Final examination. The final will be non-comprehensive; that is, it will cover only the readings and lectures since the midterm exam.
   C. Term paper (approximately 10 typewritten pages). A guide for writing the term paper will be distributed in class.
   D. Grade calculation: Each examination and the term paper will count 1/3 of your grade in the course.
   E. Honor policy: It is assumed that the student will neither give nor receive unauthorized assistance on the paper or examinations. Any violation is punishable by failure in the course.
   F. Attendance and assignment policy: The student is responsible for all information presented and announcements made in class, as well as the assigned readings and exercises. Thus, for success in this course, regular attendance and completion of all assignments are strongly recommended.

(OVER)

CLASS SCHEDULE

Week of:		
August 24		Pp. xiii-xvi in both books, Chapter 1 and Reading 1
August 31		Chapter 7
September 7		Readings 25-29
September 14		Chapter 3
September 21		Readings 7-9
September 28		Chapter 4
October 5	Midterm Exam 10/7	Readings 10-14
October 12		Chapter 8
October 19		Readings 30-32
October 26		Chapter 5
November 2		Readings 15-19
November 9		Chapter 6
November 16		Readings 20-24
November 23	Papers Due 11/25	Chapter 2
November 30		Readings 4-6
December 7		Chapter 9
December 14	Final Exam 12/16	No Assignment

Sociology 260/401: Social Psychology

Instructor: Jeffrey Chin
Office: CL 417 (x505)
Office Hours (Fall/84): MWF, 9:30-10
TR, 2:30-3:30
and by appointment

Books:

Aronson, Eliot. The Social Animal, 3e.
Campbell, Angus. White Attitudes Toward Black People.
Gamson, William. What's News.
Valvatne, Laura. Investigating the Social Animal.

Other Material:

The required books will be available on reserve at the library except for the studyguide (Valvatne) should you choose not to purchase some (or all) of them. In addition to readings from the texts, there will be occasional assignments which are valuable to the topic we are covering but which are not readily available in published form or not worth buying an entire book in order to read. These selections will also be available on reserve in the library. You may be able to find them elsewhere as well. See the course bibliography for more information.

Evaluation:

You will be responsible for assembling your own evaluation contract. Details of the contract are described in another hand-out. In addition, students enrolled in Sociology 401 will be expected to complete additional requirements. Papers written for this course must be typed, with the exception of the Valvatne assignments, should you choose that option. LATE PAPERS WILL NOT BE ACCEPTED - PLAN ACCORDINGLY.

Sociology 260/401: Social Psychology (Fall/84)
Dr. Jeffrey Chin, Le Moyne College

Course Syllabus

Week One - Introduction
Read: Aronson: Introduction
Written work due 9/10

Week Two - The Science of Social Psychology
Read: Aronson, chapter 9
Written work due 9/17

Week Three - Attitudes
Read: Handbook; Hovland (see bibliography)

Week Four - Prejudice
Read: Aronson, chapter 6
Written work due 10/1

Weeks Five and Six - Racial Attitudes
Read: Campbell

Week Seven - Social Influence I
Read: Aronson, chapter 3
Written work due 10/22

Weeks Eight and Nine - Social Influence II
Read: Gamson
Exercise: What's News (10/24 and 10/31, 6-9 pm)
Paper due 11/7

Weeks Ten and Eleven - Attitude Change
Read: Aronson, chapter 4
Written work due 11/23
Exercise: SIMSOC (11/9, 3:30-5:30 and 11/10, 9-5)
Paper due 11/16

Week Twelve - Conformity
Read: Aronson, chapter 2; Orwell (see bibliography)
Written work due 12/3

Week Thirteen - Attraction
Read: Aronson, chapter 7
Written work due 12/10

Week Fourteen - Wrap Up
FINAL EXAM

Arlene Kaplan Daniels
Sociology CC4
SOCIAL PSYCHOLOGY
Time: TTh 9-10:30
Office Address: 1808 Chicago Ave., Rm. 105
Phone: 492-3718
Expected Enrollment: 30

COURSE DESCRIPTION: Most generally, sociology is the study of the interaction between individuals and their society. Social psychology stresses one part of that interaction, the way group life affects individual development. In this course we will use psychoanalytic, marxist, and symbolic interactionist perspectives to examine the consequences of group life for the individuals within it. But we will also consider some other social psychological perspectives developed in studies of personality, small groups, deviance, mass communications, and elementary collective behavior. Social psychologists address issues of gender identification and sex differences in many of these perspectives and we will use those issues as an integrating theme throughout the course.

No prerequisites; P/N allowed.

TEACHING METHODOLOGY: The course is primarily in the lecture format, although discussion is encouraged. There will be two mid-terms and a term paper (15-25 pages) required. Students are encouraged to plan their term paper topics early; and review them with the instructor. Sentence outlines of the term paper are the required next stage, in consultation with the instructor.

METHODS OF EVALUATION: Mid-terms 25% each; Sentence outline 15%; Term paper 35%.

READINGS: Arlie R. Hochschild, The Managed Heart (U. of Calif. Press)
Sigmund Freud, Civilization and Its Discontents
Paul Willis, Learning to Labor (Columbia U. Press)
Erving Goffman, Presentation of Self in Everyday Life (Anchor)
Peter Berger and Thomas Luckmann, The Social Construction of Realty (Anchor)

Jan 3-5	Introduction. The place of social psychology in the study of human behavior. The development of the self
Readings	Goffman; pp. 1-76; 141-257. While psychoanalytic theories tend to begin with the individual and work out toward society, Goffman starts with the social, in particular with face-to-face interaction, and examines the individual within that context. Goffman is a skilled observer of the small, yet significant details of everyday social life, emphasizing the structure and definition of social situations, the self, roles, and role-playing.
	Hochschild: pp.201-233. What feelings attend the presentation of the self in various situations? Hochschild discusses the question: are emotions important in understanding rational behavior? What can we learn from the signals feelings give us?
Jan 10-12	Socialization and the development of moral judgment and personal identity.
Readings	Goffman: pp. 77-140.
Jan 17-19	Roles and the placement of the self in various contexts.
Readings	Berger and Luckmann: pp. 19-128. These authors offer a theory of how the world comes to take on the appearance of solidity and reality, external to the individual.
Jan 24-26	Reference groups: evaluating--aspiring to and rejecting contexts, social circles and networks.
Readings	Berger and Luckmann: pp. 129-189.
Jan 31-Feb 2	Review, discussion of readings. First Midterm
Feb 7-9	Social pressures on formulation of Identity: class, race, sex
Readings	Wallis: This book shows how working class kids in England learn how to meet the expectations of laborers and working class males while they are in school. It also shows the costs and benefits of accepting the definitions of acceptable behavior that these expectations establish.

Feb 14-16	The Individual and Collectivity: individuals in community, publics and mass society.
Readings	Hochschild: pp. 3-198. Hochschild explains how emotions are managed, how people learn to feel the appropriate way for their situation. She explains why emotions are managed and how both individuals, society, and even particular interest groups profit from this management.
Feb 21-23	The individual in resistance to the Collectivity: creativity and deviance.
Readings	Freud: This book sets out issues basic to social psychology: 1) What is human nature? Note Freud's view of humans as both biological, with strong instinctual drives, and as social. Conflict is at the heart of Freud's theory: conflict between the instincts and culture, between the pleasure principle (what the instincts seek) and the reality principle (what society will allow), between different parts of the personality (id, ego, super-ego). 2) What is the relationship of individuals to society? For Freud, society, although necessary, is a source of discontent. He explores forces which run against society, such as aggression, and also mechanisms which hold society together, such as eros and social bonding.
Feb 28-Mar1	Review, discussion of readings. Second Midterm
Mar 6-8	Reading Week: TERM PAPERS DUE

Emory University
Department of Sociology

Sociology 245
Spring, 1984
Dr. Doby
Office 120
Annex C
329-7513

SOCIAL BEHAVIOR AND GROUP FORMATION

Course Outline

1. Introduction

The principal purpose of this course is to describe and analyze the major trends in the evolution of human social behavior. This will be attempted by relating changes in human evolution and changes in the physical environment with changes in the social adaptation of Homo sapiens.

The specific goal is that you will gain an understanding of the major factors and conditions that have contributed to or account for human development over time. The contribution of genetics (especially evolutionary biology) to an understanding of human behavior is recovering from a loss of acceptance and is once more becoming a matter of major intellectual concern.

Emphasis will be given to the evolution of Homo sapiens capacity for speech, language and culture as the principal means for human social adaptation.

2. Course Requirements

You are, of course, expected to complete all reading assignments before class and to participate regularly in class discussions. Be prepared to compare and critique the readings in class. In addition, you will be evaluated on the following:

1. A paper of not less than ten (10) typewritten pages is due not later than ten days before the last class period. Select a problem narrow enough to handle in a semester and
   (a) review the relevant literature on the problem;
   (b) present a cogent analysis of the problem paying attention to the weaknesses and the strengths of the data available and the theory.
   You will be graded on your knowledge of the topic, your ability to sort out weaknesses and strengths in the literature, and the independence and soundness of your thought and approach to the problem. There are no formal examinations or tests unless the class so desires.

3. Textbooks

1. Jane B. Lancaster - Primate Behavior and the Emergence of Human Culture, Holt, Rinehart and Winston, 1975.

2. Vernon Reynolds - The Biology of Human Action, 2nd edition, W.H. Freeman & Co., 1980.

4. Reading Assignments

Jan. 17 & 19 — Introduction to the Evolution of Behavior
1. Chapters 1 & 2 in Lancaster.
2. Chapter 1 & 2 in Reynolds.

Jan. 24 & 26 — Behavior Development Without Culture and With Culture
1. Chapter 3 in Lancaster.
2. Chapters 3 & 4 in Reynolds.

Jan. 31 & Feb. 2 — Behavior Development with Culture continued
1. Chapter 4 in Lancaster - Speech & Language.
2. Chapters 5 & 6 - Hominid society before man and man the constructor of his social world.

Feb. 7 & 9 — Physical Bases for Human Behavior
Chapter 7 in Reynolds - Genes and Individuality.

Feb. 14 & 16 — Interaction of Genetic Patterns and Environmental Influence
1. Chapter 5 in Wilson, E.O., On Human Nature, reserve shelf.
2. Richard Dawkins, The Selfish Gene, last chapter.

Feb. 21 & 23 — Sex and Gender
1. Chapter 9 in Reynolds.
2. Chapter 6 in Wilson, On Human Nature, on reserve.

Feb. 28 & March 1 — Aggression, Emotions and Stress
1. Chapter 10 in Reynolds.
2. Konrad Lorenz, Aggression, suggested for reading.

March 6 & 8 — Psycho-Social Development
1. Mother-infant interaction, Ch. 11 in Reynolds.
2. Harry F. Harlow and Clara Mars, The Human Model, suggested for reading.

March 13 & 15 — Psycho-Social Development continued
1. Burton White, Continuities in Child Development, suggested.
2. Interaction with peers and others, Ch. 12 in Reynolds.
3. Sir John Eccles and Karl R. Popper, The Self and Its Brain, on reserve.

March 20 & 23 — Spring Break

March 27 & 29 — Growth of Cognitive Abilities
1. Chapter 13 in Reynolds.
2. Jean Piaget, The Construction of Reality in the Child, suggested.

April 3 & 5 — Communication and Linguistic Development
1. Chapter 14 in Reynolds.
2. Jean Piaget, The Child's Conception of Physical Causality, suggested.

April 10 & 12 — The Biological and Social Bases of Knowledge

1. Chapter 15 in Reynolds.
2. Jerome S. Bruner, et al., Studies in Cognitive Growth, suggested.

April 17 & 19 — Behavioral Flexibility and Boundaries

PAPERS DUE ON APRIL 17TH

1. Chapter 16 in Reynolds.
2. Gould, James L., Ethology: The Mechanisms and Evolution of Behavior, 1981, especially parts VII and VIII on social behavior and ethology respectively, suggested.

April 24 & 26 — Altruism

1. Wilson, On Human Nature, Chs. 7 & 9, on reserve.
2. Chapter 17 in Reynolds.

April 26 — Last day of classes.

SUPPLEMENTAL REFERENCES

1. Baldwin, Robert, The Dawn Warriors.

2. Chagnon, Napoleon, and William Irons, Evolutionary Theory and Human Culture.

3. Dawkins, Richard, The Selfish Gene, 1976.

4. Eccles, Sir John and Karl R. Popper, The Self and Its Brain, 1977.

5. Fischer, Kurt and Arlyne Lazerson, Human Development, W.H. Freeman & Co., 1984.

6. Gould, James L., Ethology: The Mechanisms and Evolution of Behavior, W.W. Norton Co., 1981, especially Parts VII and VIII on Social Behavior and Human Ethology, respectively.

7. Higgins, E. Tory, Willard W. Hartup & Diane N. Ruble, eds., Social Cognition and Social Development, Cambridge University Press.

8. Howells, W.W., Evolution of the Genus Homo, Addison-Wesley, Co., 1973.

9. Lockard, Joan, The Evolution of Human Behavior.

10. Pribram, Karl, Languages of the Brain, 1971.

11. Reynolds, Peter C., On the Evolution of Human Behavior.

12. Reynolds, Peter C., The Biology of Human Action.

13. Sternberg, Robert J., Handbook of Human Intelligence, Cambridge University Press.

14. Turiel, Elliot, The Development of Social Knowledge, Cambridge University Press.

15. Wilson, E.O., On Human Nature, Harvard Univ. Press, 1978.

16. Journals:

    Brain and Cognition, edited by Harry Whitaker, Vol. 2, 1983.

    Brain and Language, edited by Harry Whitaker, Vol. 18-20, 1983.

    Journal of Verbal Learning and Verbal Behavior, edited by Fergus Craik, Vol. 22, 1983.

SOCIOLOGY 103 / EDUCATION 208

PERSONALITY AND SOCIAL STRUCTURE

PROFESSOR ALEX INKELES

Tuesday and Thursday: 9 - 11

CONTENT: This course presents a systematic approach to the interrelations of personality and social structure. It does not focus on the individual, and his psychodynamics - it is not at all "clinical". Rather it seeks to show how the social system is influenced in its functioning by the qualities of the individual in it, and how, in turn, the social order shapes the personality of those who compose any group or society. You will be shown how the distinctive social attributes of an institution or group such as its suicide rate, its "dropout" record, or its extremist vote can be studied, and hopefully understood when approached socio-psychologically. The emphasis is decidedly interdisciplinary, but we try not to be a bore on the subject.

The mode of analysis which the course teaches is worked out more or less inductively, and is illustrated by application to a series of social issues: suicide and delinquency; recruitment to and performance in occupational roles with special reference to choice of college and first job; the character of groups and nations; political behavior; and child socialization. Examples of important research are explored in depth to probe the relations of theory and method as applied in the given instance. This gives the course the tone of one following the case method.

FORMAT: This is mainly a lecture course. At periodic intervals, however, time will be set aside for general class discussion of the materials presented and the issues raised. There will be such an interlude after approximately every third lecture. In addition, special discussion sections may be organized with a teaching assistant for the course.

READING: The readings are organized in seven major sections, preceded by a set of optional readings for general background for those who have not previously had sociology and psychology courses. The seven required sections are: 1) The Social Conception of Personality; 2) On Inter-Relations of Personality and Social Structure; 3) Deviance and Mental Illness; 4) On Occupations and Related Status Role Concepts; 5) Group and National Character; 6) Politics; and 7) Socialization. They parallel the lectures, but are an independent element in the course. The lectures do not describe the readings, and the readings do not repeat the lectures. The special discussion sections are particularly designed to facilitate deeper probing of the readings.

Books on the attached reading list have been placed on reserve at the Meyer Library. Those marked with an asterisk will be more heavily used and are recommended for purchase. Since some of the important books are out in several editions, not only the pages assigned but the title of the article, chapter, or section are indicated. Before reading, double check to be sure you are in the right pew.

The readings are diverse, and one of the main tasks of the student is to develop his or her own integration of the materials. We have, however, listed them, within each section, in an order which you are recommended to follow. Generally this order places general statements first, and then follows these over-views with more specialized topics or detailed research studies. The general statement will most often be from Yinger, whose book stands more or less as the text for this course.

CREDIT: The course has been announced as a three to five unit offering. For the basic three units, everyone will be required to read and be examined on Sections 1, 2, 3, and 4. To earn four or five units of credit you must read, and pass an examination on one or two additional sections, respectively. You may select any one (or two) of Sections 5, 6, or 7. The examination will be a "take-home" to be written during "dead" week and must be turned in by Friday June 8--the first day of the regular exam week.

READING ASSIGNMENTS

Students not well grounded in both sociology and personality psychology should do some remedial reading to develop necessary background. Others may benefit from a refresher. The following offer general but concise over-views for the beginning student. Their perusal is recommended before, or simultaneously with, your entry on the readings more specific to the course.

On sociology see: Inkeles. What is Sociology pp. 1-105

On personality psychology see:
White. Enterprise of Living
Holt. Assessment of Personality

REQUIRED READING

I. THE SOCIAL CONCEPTION OF PERSONALITY

1. Yinger, Chaps., 7-8, pp. 139-184.

2. DiRenzo, "Personality, What is It?", DiRenzo, PP. 139-142.

3. Sanford, "Personality: The Field", DiRenzo, pp. 143-161.

4a. Eisenberg, "The Human Nature of Human Nature", DiRenzo, pp. 102-106.

4b. Etzioni, "Basic Human Needs", DiRenzo, pp. 218-228.

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PERSONALITY AND SOCIAL STRUCTURE

I. THE SOCIAL CONCEPTION OF PERSONALITY (cont.)

5a. Erikson, "The Eight Stages of Man", pp. 219-234.

5b. Mischel, "Continuity and Change in Personality", DiRenzo, pp. 194-200.

5c. Wrong, "Oversocialized Conception of Man", Smelser, pp. 113-124; or DiRenzo, pp. 48-56.

6a. Parsons, "Social Structure and the Development of Personality", DiRenzo, pp. 176-193.

6b. Inkeles, "Psychoanalysis and Sociology", Selected Papers #6.

II. ON INTER-RELATIONS OF PERSONALITY AND SOCIAL STRUCTURE

1. Yinger, Chaps. 2-5, pp. 18-96

2. House, "The Three Faces of Social Psychology", DiRenzo, pp. 2-14.

3a. Inkeles, "Personality and Social Structure", DiRenzo, pp. 27-37; or Selected Papers #7.

3b. Inkeles, "Observations on Culture and Personality Studies", Kluckhohn, pp. 577-92.

3c. Inkeles, "Continuity and Change in the Interaction of the Personal and Socio-Cultural System", DiRenzo, pp. 359-370; or Selected Papers #17.

4. Cohen, Chapter 1, pp. 3-10

5. Starr, "Introduction", pp. 1-9.

6a. Smelser, "Introduction", pp. 1-22.

6b. Bendix, "Compliant Behavior", Smelser, pp. 100-112.

6c. Novak, "Personality Variables in Sociological Analysis", Smelser, pp. 38-47.

III. DEVIANCE AND MENTAL ILLNESS

1. Yinger, Chapters 12-13, pp. 267-318.

2. Endleman, pp. 576-598.

3a. Cloward, "Illegitimate Means, Anomie and Deviant Behavior" Stoodley, pp. 360-379.

III. DEVIANCE AND MENTAL ILLNESS (cont.)

3b. McCord, "Parental Role Model and Criminality", Smelser, pp. 205-212

3c. Reckless, "Self-Concept and Delinquency", Stoodley, pp. 43-48.

3d. Milgram, "Group Pressure and Action against a Person", Starr, pp. 109-118.

3e. Katcher, "Behavior in a Messianic Cult", Endleman, pp. 497-514.

3f. Becker, "Becoming a Marijuana User", Stoodley, pp. 297-309.

4a. Hollingshead, "Stratification and Psychiatric Disorders", Smelser, pp. 332-339.

4b. Opler and Singer, "Ethnic Differences in Behavior and Psychopathology", Endleman, pp. 538-554. (Cross-reference to Group and National Character).

4c. Gold, "Suicide, Homicide and the Socialization of Aggression", Stoodley, pp. 278-293.

4d. Strauss, "Suicide and Homicide in Ceylon", Smelser, pp. 647-565.

IV. ON OCCUPATIONS & RELATED STATUS-ROLE COMPLEXES

1. Yinger, Chap. 6, "Position and Role", pp. 98-138.

2. Levinson, "Role, Personality, and Social Structure in the Organizational Setting", Smelser, pp. 471-484, or Inkeles and Levinson, D. J., "The Personal System and the Socio-Cultural System in Large Scale Organizations", Selected Papers #9.

3a Inkeles, "Industrial Man", Stoodley, pp. 431-474, or Selected Papers #8.

3b. Inkeles, "Becoming Modern: Individual Change in Six Developing Countries." Reprinted from Ethos, Summer 1975, Selected Papers #19.

4a. Merton, "Bureaucratic Structure and Personality", Kluckhohn, pp. 376-385.

4b. Lieberman, "Changes in Roles and Attitudes", Smelser, pp. 287-302.

4c. Aberle, "Middle Class Fathers' Occupational Role and Attitudes toward Children", Cohen, pp. 56-64. (Cross-reference to Socialization).

5a. Blau, "Occupational Choice", Smelser, pp. 611-622.

5b. DiRenzo, "Congruencies in Personality... and Occupation....", DiRenzo, pp. 293-295.

6a. Henry, "The Business Executive", Endleman, pp. 349-364.

6b. Maccoby, "The Changing Corporate Character", DiRenzo, pp. 261-272.

IV. ON OCCUPATIONS & RELATED STATUS-ROLE COMPLEXES (cont.)

6c. Roe, "Personalities of Eminent Scientists", Endleman, pp. 368-381

6d. Balch, "The Police Personality", DiRenzo, pp. 249-260.

7a. Grusky, "Authoritarianism and Indoctrination", Smelser, pp. 636-646.

7b. Vroom, "Personality Determinants (of) Participation", Smelser, pp. 604-610

V. GROUP AND NATIONAL CHARACTER

1. Levine, "Introduction" and "Overview", pp. 1-40 and 41-98.

2. Inkeles and Levinson, "National Character", Lindzey, Vol. IV, pp. 418-506.

3a. Inkeles. "Continuity and Change in the American National Character", Selected Papers #20.

3b. Spindler, "American Character and the Military", Cohen, pp. 225-234.

3c. Beaglehole, "Maori Basic Personality", Kaplan, pp. 493-518

3d. Stoodley, "Filipino, German and American Youth", Stoodley, pp. 2-3-214.

3e. Erikson, "Gorky's Youth", pp. 316-358.

4a. Elkins, "Slavery and Personality", Kaplan, pp. 243-270.

4b. Bettelheim, "Individual and Mass Behavior in a Concentration Camp", Endleman, pp. 446-463.

4c. Waugh, "National Socialism and Genocide", Smelser, pp. 538-550.

4d. Parenti, "Black Nationalism and the Reconstruction of Identity", Endleman, pp. 514-525.

5a. Cohen, Chapter 13, pp. 389-421, "Values in Personality: Acculturation and Assimilation" (on Japanese and Polish Americans).

5b. Spindler, "American Indian Personality Types", Smelser, pp. 401-411.

6. Inkeles, Hanfman and Beier, "Modal Personality and Adjustment to the Soviet System:, Endleman, pp. 210-237; or Hunt, pp. 312-339; or Selected Papers #5. (cross-reference -- readings on Politics)

VI. POLITICS

1. Greenstein, "Impact of Personality on Politics", Smelser, pp. 500-516 or DiRenzo (1974) Personality and Politics, Chapter 1, pp. 3-26.

2. Inkeles, "National Character and Modern Political Systems", Hsu, pp. 172-208, or Selected Papers # 16.

3. Fromm, Escape from Freedom, Chap. V-Appendix, pp. 136-300.

4. Martin & Westie, "The Tolerant Personality", Stoodley, pp. 502-512.

5a. Bauer, "The Psychology of the Soviet Middle Elite", Kluckhohn, pp.633-650.

5b. Deveraux, "Two Types of Modal Personality Models", Kaplan, pp. 227-241.

5c. Inkeles, Hanfmann & Beier, "Model Personality and Adjustment to the Soviet System", Endleman, pp. 210-237, or Hunt, 312-339; or Selected Papers #5.

5d. DiRenzo, "Politicians and Personality", DiRenzo, pp. 273-292.

6a. Janowitz, "Authoritarianism and Political Behavior", Smelser, pp. 517-529.

6b. Seeman, "Alienation and Political Knowledge", Smelser, pp. 657-667.

6c. Lipset, "Working-Class Authoritarianism", Stoodley, pp. 502-512.

6d. Inkeles, "Participant Citizenship in Six Developing Countries", Selected Papers #18.

7. (Greenstein, Personality and Politics, 199 pages - Recommended for those especially interested in this topic, but optional so far as concerns any course credit requirement.)

VII. SOCIALIZATION

1a. Inkeles, "Social Structure and Socialization", Selected Papers#15.

1b. Inkeles, "Society, Social Structure and Child Socialization," Clausen, pp. 73-129; or Selected Papers #13.

1c. Inkeles, "Social Structure and the Socialization of Competence", Selected Papers, #12.

1d. Inkeles, "Social Change and Social Character", Smelser, pp. 392-400; or Selected Papers #4.

VII. SOCIALIZATION (cont.)

2. Whiting, "Socialization Process and Personality", Hsu, pp. 355-380.

3a. Cohen, Chapter 3, pp. 41-67.

3b. Pearlin, "Social Class and Parental Values", Smelser, pp.316-331.

3c. White, "Social Class, Child Rearing Practices, and Child Behavior", Stoodley, pp. 579-592.

4. Cohen, Chapter 4, pp. 71-95.

5. Endleman, "The Israeli Kibbutz", pp. 161-177.

6. Erikson, Part Two, "Childhood in Two American Tribes", pp. 109-189.

7. (Zigler, "Socialization", Lindzey, Vol. III, pp. 451-589. A more up-to-date review from a different perspective is provided in Di Renzo,"Socialization, Personality, and Social Systems",DiRenzo, pp. 113-137. These are recommended for those especially interested in this topic, but are optional so far as concerns any course credit requirement.)

Spring Quarter, 1979

PERSONALITY AND SOCIAL STRUCTURE

RESERVE BOOK LIST

(On reserve at Meyer Library)

Adorno, T. W., et al., THE AUTHORITARIAN PERSONALITY. New York: Harper, 1950.

Clausen, John A. (ed.), SOCIALIZATION AND SOCIETY. Boston: Little, Brown, 1968.

Cohen, Yehundi A., SOCIAL STRUCTURE AND PERSONALITY: A CASEBOOK. New York: Holt, Rinehart, Winston, 1961.

*DiRenzo, Gordon I., SOCIETY, INDIVIDUAL AND PERSONALITY. New York: Ginn/Xerox Pub. Co., 2nd ed., 1978.

Endleman, Robert, PERSONALITY AND SOCIAL LIFE: TEXT AND READINGS. New York: Random House, 1967.

Erikson, Erik H., CHILDHOOD AND SOCIETY. New York: W. W. Norton & Co., 1950.

Eysenck, H. J., THE PSYCHOLOGY OF POLITICS. London: Routledge, Kegan and Paul, 1954.

Fromm, Erick. ESCAPE FROM FREEDOM. New York: Rinehart, 1941.

Goslin, David A. (ed.), HANDBOOK OF SOCIALIZATION THEORY AND RESEARCH. Chicago: Rand McNally, 1969.

Greenstein, Fred I. PERSONALITY AND POLITICS. New York: W. W. Norton, 1975 (or the earlier edition, Chicago: Markham Publishing, 1969).

Haring, Douglas G. PERSONAL CHARACTER AND CULTURAL MILIEU. Syracuse University Press, 3rd revised edition, 1956.

Holt, Robert, ASSESSING PERSONALITY. New York: Harcourt Brace Jovanovich, 1971 (also in Janis, Irving, et al., PERSONALITY. New York: Harcourt Brace World, 1969).

Hsu, Francis L. K. (ed.), PSYCHOLOGICAL ANTHROPOLOGY. New Edition, Cambridge, Mass.: Shenkman, 1972 (or see the original edition, Homewood, Ill.: Dorsey Press, 1961).

Hunt, Robert (ed.), PERSONALITIES AND CULTURES: READINGS IN PSYCHOLOGICAL ANTHROPOLOGY. Garden City, N.Y.: Natural History Press, 1967.

*Recommended for Purchase.

Spring Quarter, 1979

PERSONALITY AND SOCIAL STRUCTURE

Inkeles, Alex, SELECTED PAPERS (Individual papers, each separately bound, listed by number in the reading assignments).

Inkeles, Alex, WHAT IS SOCIOLOGY? Englewood Cliffs, N.J.: Prentice-Hall, 1964.

Kaplan, Bert (ed.), STUDYING PERSONALITY CROSS-CULTURALLY. Evanston, Row Peterson, 1961.

Kluckhohn, Clyde, Henry A. Murray & D. Schneider (eds.), PERSONALITY IN NATURE, SOCIETY AND CULTURE. New York: Alfred A. Knopf, 1953.

*Levine, Robert A., CULTURE, BEHAVIOR, PERSONALITY. Chicago: Aldine, 1973.

Lindzey, Gardner & Elliot Aronson (eds.), HANDBOOK OF SOCIAL PSYCHOLOGY. Reading, Mass.: Addison Wesley, 2nd edition, 1969, Vols. 3 & 4.

Mills, C. Wright, WHITE COLLAR. New York: Oxford Univ. Press, 1951 (also available in paperback).

*Smelser, Neil J. & William T., PERSONALITY AND SOCIAL SYSTEMS. New York: John Wiley, 2nd edition, 1970.

Starr, Jerold M., SOCIAL STRUCTURE AND SOCIAL PERSONALITY. Boston: Little, Brown and Company, 1974.

Stoodley, Bartlett H., SOCIETY AND SELF: A READER IN SOCIAL PSYCHOLOGY. Glencoe, Ill.: Free Press, 1963.

White, Robert, THE ENTERPRISE OF LIVING. New York: Holt, Rinehart, 1972.

*Yinger, J. M., TOWARD A FIELD THEORY OF BEHAVIOR. New York: McGraw Hill, 1965.

*Recommended for Purchase.

Spring Quarter, 1979

PERSONALITY AND SOCIAL STRUCTURE

SELECTED PAPERS - Alex Inkeles

(On reserve at Meyer Library)

1. *"Some Sociological Observations on Culture and Personality Studies," in Personality in Nature, Society, and Culture, Kluckhohn, Murray, and Schneider, eds., Alfred A. Knopf, 1953.

2. "The Totalitarian Mystique: Some Impressions of the Dynamics of Modern Totalitarian Society," in Totalitarianism (Proceedings of Conference held at the American Academy of Arts and Sciences, March 1953), Carl J. Friedrich, ed., Harvard University Press, 1954.

3. *"National Character: The Study of Modal Personality and Sociocultural Systems" (with Daniel Levinson) in Handbook of Social Psychology, Vol. IV, Second Edition, Lindzey and Aronson, eds., Addison-Wesley, 1969.

4. "Social Change and Social Character: The Role of Parental Mediation," The Journal of Social Issues, Vol. XI, No. 2, 1955.

5. "Modal Personality and Adjustment to the Soviet Socio-Political System" (with E. Hanfmann and H. Beier), Human Relations, Vol. XI, No. 1, 1958.

6. "Psychoanalysis and Sociology," in Psychoanalysis, Scientific Method and Philosophy, Sidney Hook, ed., New York University Press, 1959.

7. "Personality and Social Structure," in Sociology Today, R. Merton, L. Broom, and L. S. Cottrell, eds., Basic Books, 1959.

8. "Industrial Man: The Relation of Status to Experience, Perception, and Value," The American Journal of Sociology, Vol. LXVI, No. 1, July 1960.

9. *"The Personal System and the Sociocultural System in Large-Scale Organizations," (with D. Levinson), Sociometry, Vol. 26, No. 2, 1963.

10. "Sociology and Psychology" in Psychology: A Study of Science, Sigmund Koch, ed., McGraw Hill Book Co., 1963.

(*) ALSO IN BOOKS ON THE RESERVE BOOK LIST.

SELECTED PAPERS - Alex Inkeles

11. Inkeles, Alex, "The Modernization of Man," Modernization, Myron Weiner, ed., Basic Books, Inc., 1966.

12. "A Note on Social Structure and the Socialization of Competence," Harvard Educational Review, Vol. 36, No. 3, Summer 1966.

13. "Society, Social Structure and Child Socialization," in Socialization and Society, John Clausen, ed., Little, Brown and Company, 1968.

14. "Making Man Modern: On the Causes and Consequences of Individual Change in Six Developing Countries," in The American Journal of Sociology, September 1969, Vol. 75, No. 2.

15. "Social Structure and Socialization," in Handbook of Socialization Theory and Research, David Goslin, ed., Rand McNally and Company, 1969.

16. "National Character and Modern Political Systems," in Psychological Anthropology: Approaches to Culture and Personality, edited by Francis L. K. Hsu, The Dorsey Press, 1961.

17. "Continuity and Change in the Interaction of the Personal and the Sociocultural Systems," Alex Inkeles, in Stability and Social Change, Bernard Barber and Alex Inkeles, editors, Little, Brown and Company, 1971.

18. "Participant Citizenship in Six Developing Nations," The American Political Science Review, Vol. 63, No. 4, December 1969, 1120-1141.

19. "Becoming Modern: Individual Change in Six Developing Countries," Ethos, Vol. 3, No. 2, 1975, 323-342.

20. "Continuity and Change in the American National Character," America's Third Century, Stanford: Hoover Institution Press, 1979.

Soc. 651-1
Fall 1980-81

Prof. Leffler

THEORIES IN SOCIAL PSYCHOLOGY

Course Description:

The course will survey major theoretical approaches concerning the relation between social structure and individual behavior. Besides examining the theories themselves, we shall analyze selected applications and critiques of each.

Four remarks about the readings. (1) The syllabus contains examples only. In particular, the "applications" and "critiques" sections concern illustrations, not every possible way any theory has been applied or criticized. (2) I have tried to include in the "recommended" sections mainly references you might not find by skimming bibliographies of required books or by tracking down other works of required authors. (3) Copies of all required readings will be on library reserve. (4) You will be expected to read all required material by the beginning of the week it is due. You will often be asked for evidence that you have done so. (N.B.: Please note The Emotions is due the first class meeting.)

Course work will consist of a 20-25 pp. take-home typed final. I will hand out the questions well before the end of the quarter.

Required texts:

W. P. Archibald, Social Psychology as Political Economy
F. Fanon, Wretched of the Earth
J. G. Manis and B. N. Meltzer (eds.), Symbolic Interactionism: A Reader in Social Psychology (3rd edition)
J. P. Sartre, The Emotions
(Plus reserve material)

GRADUATE SOCIAL PSYCHOLOGY

Week 1 Introduction

Required: J. P. Sartre, The Emotions. Syracuse, NJ: Citadel, 1971.

Week 2 Functionalism and Culture-Personality Theories

Required:

A. Theory
In B. Kaplan (ed.), Studying Personality Cross-Culturally (N.Y.: Harper and Row, 1961):

T. Parsons, "Social Structure and the Development of Personality," pp. 165-199

M. Singer, "A Survey of Culture and Personality Theory and Research," pp. 9-90.

B. Application
D. C. McClelland and D. G. Winter, "The Target in Development: Man or Society," pp. 1-37 in McClelland and Winter, Motivating Economic Achievement. NY: Free Press, 1969.

C. Critiques
S. Andreski, "The Smoke Screen of Jargon," pp. 59-88 in Andreski, Social Sciences as Sorcery. NY: St. Martin's Press, 1972.

A. R. Lindesmith and A. L. Strauss, "A Critique of Culture-Personality Writings," American Sociological Review 15 (October 1950), 587-600.

Recommended:

L. Armstrong, Kiss Daddy Goodnight: A Speakout on Incest, N.Y.: Hawthorne, 1978.

M. Black (ed.), The Social Theories of Talcott Parsons. Englewood Cliffs, NJ: Prentice-Hall, 1961. (See especially A. L. Baldwin, "The Parsonian Theory of Personality," and U. Bronfenbrenner, "Parsons' Theory of Identification.")

E. Cioffi, "Freud and the Idea of a Pseudo-Science," (and exchange with Farrell), pp. 471-515 in R. Borger and E. Cioffi (eds.), Explanation in the Behavioural Sciences. Cambridge, England: Cambridge University Press, 1970.

E. Leacock (ed.), The Culture of Poverty: A Critique. NY: Simon and Schuster, 1971.

M. Polatnick, "Why Men Don't Rear Children: A Power Analysis," Berkeley Journal of Sociology XVIII (1973-4), pp. 45-86.

A. F. C. Wallace, Culture and Personality. NY: Random House, 1970.

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Week 3 Symbolic Interactionism

Required:

A. Theory
In J. G. Manis and B. N. Meltzer (eds.), Symbolic Interactionism: A Reader in Social Psychology, 3rd edition, Boston: Allyn and Bacon, 1978:

H. Blumer, "Society as Symbolic Interaction," pp. 97-103.

E. Goffman, "The Presentation of Self to Others," pp. 171-178.

J. G. Manis and B. N. Meltzer, "Introduction," pp. 1-9.

-----, "Conclusion," pp. 437-440.

B. N. Meltzer, J. W. Petras, and L. T. Reynolds, "Varieties of Symbolic Interactionism," pp. 41-58.

T. Shibutani, "Reference Groups as Perspectives," pp. 108-115.

R. K. Merton and A. K. Rossi, "Contributions to the Theory of Reference Group Behavior," pp. 225-275 in R.K. Merton, Social Theory and Social Structure (Rev. Edition), NY: Free Pres, 1957.

Week 4 B. Applications
In Manis and Meltzer, Symbolic Interactionism:

H. S. Becker, "Becoming a Marijuana User," pp. 337-344.

E. F. Goffman, "The Moral Career of the Mental Patient," pp. 362-80.

D. I. Thomas, D. D. Franks, and J. M. Calonico, "Role-Taking and Power in Social Psychology," pp. 128-137.

C. Critiques
In Manis and Meltzer, Symbolic Interactionism:

J. Huber, "Symbolic Interactionism as a Pragmatic Perspective: The Bias of Emergent Theory," pp. 409-418.

C. W. Mills, "Situated Actions and Vocabularies of Motive," pp. 301-308

In Catalyst (Special Issue: Symbolic Interactionism) No. 7, Winter 1973:

J. Reynolds and L. Reynolds, "Interaction, Complicity and the Astructural Bias," pp. 76-85.

D. L. Smith, "Symbolic Interactionism: Definitions of the Situation from Becker and Lofland," pp. 62-75.

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Recommended:

H. Garfinkel, Studies in Ethnomethodology. Englewood Cliffs, NJ: Prentice-Hall, 1967.

H. Gerth and C. W. Mills, Character and Social Structure. NY: Harcourt Brace Jovanovich, 1953.

H. H. Hyman and E. Singer (eds.), Readings in Reference Group Theory and Research. NY: Free Press, 1968.

G. H. Mead, Mind, Self and Society. Chicago: University of Chicago Press, 1934.

A. M. Rose (ed.), Human Behavior and Social Processes. Boston: Houghton Mifflin, 1962.

Week 5 Behaviorism and Exchange Theory

Required:

A. Theory
In P. M. Blau, Exchange and Power in Social Life (NY: John Wiley and Sons, 1964):

Chapter 1, "The Structure of Social Associations," pp. 12-32.

Chapter 5, "Differentiation of Power," pp. 115-142.

In G. C. Homans, Social Behavior: Its Elementary Forms (NY: Harcourt, Brace Jovanovich, 1974):

Chapter 2, "The General Propositions," pp. 15-50.

Chapter 3, "Interpersonal Relationships: Balance," pp. 51-69.

Chapter 4, "Power and Authority," pp. 70-93.

R. L. Simpson, "Theories of Social Exchange," pp. 79-97 in J. W. Thibaut, J. T. Spence, and R. C. Carson (eds.), Contemporary Topics in Social Psychology. Morristown, NJ: General Learning Press, 1976.

B. Applications
In P. M. Blau, op. cit.: "Excursus on Love," pp. 76-87.

L. B. Lave, "Factors Affecting Co-operation in the Prisoner's Dilemma," Behavioral Science 10, 1(January 1965):26-38.

C. Critiques
D. L. Gillespie, "Who Has the Power? The Marital Struggle," Journal of Marriage and the Family 33, 3 (Aug. 1971), 445-458.

D. Hamlyn, "Conditioning and Behaviour" (and exchange with A. J. Watson), pp. 139-166 in R. Borger and F. Cioffi (eds.), Explanation in the Behavioural Sciences. Cambridge, England: Cambridge University Press, 1970.

Recommended:

J. K. Chadwick-Jones, Social Exchange Theory. NY: Academic Press, 1976.

P. P. Ekeh, Social Exchange Theory. Cambridge, Mass.: Harvard University Press, 1974.

R. L. Hamblin and J. H. Kunkel (eds.), Behavioral Theory in Sociology. New Brunswick, NJ: Transaction Books, 1977.

C. Levi-Strauss, The Elementary Structures of Kinship. Boston: Beacon Press, 1969.

M. Mauss, The Gift. NY: Free Press, 1954.

J. Scanzoni, Sexual Bargaining: Power Politics in the American Marriage. Englewood Cliffs, NJ: Prentice-Hall, 1972.

J. W. Thibaut and H. H. Kelley, The Social Psychology of Groups. NY: John Wiley and Sons, 1959.

Week 6 Topics in Cognitive Theory: Cognitive Dissonance and Attribution

Required:

A. Theory
In L. Berkowitz (ed.), Cognitive Theories in Social Psychology (NY: Academic Press, 1978).

E. Aronson, "The Theory of Cognitive Dissonance: A Current Perspective," pp. 181-220.

D. L. Bem, "Self-Perception Theory," pp. 221-282.

M. P. Zanna and J. Cooper, "Dissonance and the Attribution Process," pp. 199-217 in J. H. Harvey, W. J. Ickes, and R. F. Kidd (eds.), New Directions in Attribution Research, Vol. 1, NY: John Wiley and Sons, 1976.

Week 7 B. Application
E. Aronson and J. Mills, "The Effect of Severity of Initiation on Liking for a Group," Journal of Abnormal and Social Psychology 59

I. H. Frieze, "Perceptions of Battered Wives," pp. 79-108 in I. H. Frieze, D. Bar-Tal and J. S. Carroll (eds.), New Approaches to Social Problems. San Francisco: Josey-Bass, 1979.

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C. Critiques

L. Ross, "The Intuitive Psychologist and His Shortcomings: Distortions in the Attribution Process," pp. 337-384 in L. Berkowitz, op. cit.

L. Wardell, "The Treatment of Wife Abuse in Recent Social Science Literature," ms, Appleton, Wisconsin: Larence U., 1980.

Recommended:

R. P. Abelson et al. (eds.), Theories of Cognitive Consistency. Chicago: Rand McNally, 1968.

J. Berger, T. L. Conner, and M. H. Fisek, Expectation States Theory. Cambridge, Mass.: Winthrop, 1974.

S. Schacter and J. E. Singer, "Cognitive, Social and Physiological Determinants of Emotional State," Psychological Review 69, 5 (Sept. 1962), pp. 379-399.

Week 8 Marxism

Required:

A. Theory

W. R. Archibald, Social Psychology as Political Economy. NY: McGraw-Hill Ryerson, 1978.

B. Applications

E. R. Larner, "Weber's Concept of Charisma," Heuristics (December 1977).

R. Sennett and J. Cobb, "Badges of Ability," pp. 53-118 in Sennett and Cobb, The Hidden Injuries of Class. NY: Vintage, 1972.

Week 9 C. Critiques

S. N. Eisenstadt (ed.), Max Weber: On Charisma and Institution Building, 19-65. Chicago: University of Chicago Press, 1968.

F. Fanon, Wretched of the Earth. NY: Grove, 1966.

Recommended:

S. Aronowitz, False Promises. NY: McGraw-Hill, 1973.

H. Cruse, Crisis of the Negro Intellectual. NY: William Morrow, 1967.

L.S. Feuer (ed.), Marx and Engels: Basic Writings on Politics and Philosophy. Garden City, NY: Anchor, 1959.

H. Marcuse, One-Dimensional Man. Boston: Beacon, 1964.

C. Moore, "Were Marx and Engels White Racists? The Prolet-Aryan Outlook of Marxism," (plus comments by Himmelstein, Mack), Berkeley Journal of Sociology XIX (1974-75), 125-170.

R. Quinney, Class, State and Crime. NY: McKay, 1977.

R. C. Tucker (ed.), The Marx-Engels Reader. NY: W.W. Norton, 1972.

B. Weinbaum, The Curious Courtship of Women's Liberation and Socialism. Boston: South End Press, 1978.

E. Zaretsky, Capitalism, the Family, and Personal Life. NY: Harper and Row, 1976.

Week 10 Critical Perspectives and Conclusions

Required:

In J. Israel and H. Tajfel, The Context of Social Psychology (NY: Academic Press, 1972):

J. Israel, "Stipulations and Construction in the Social Sciences," pp. 123-212.

S. Moscovici, "Society and Theory in Social Psychology," pp. 17-68.

H. Tajfel, "Experiments in a Vacuum," pp. 69-119.

H. Wiberg, "Rational and Non-rational Models of Man," pp. 297-369.

Recommended:

D. Davidson, "The Furious Passage of a Black Graduate Student," (plus comments by Blauner, Billingsley, Collingham), Berkeley Journal of Sociology XV (1970-71), 192-221.

C. W. Mills, The Sociological Imagination. NY: Grove, 1961.

L. T. Reynolds and J. M. Reynolds (eds.), The Sociology of Sociology. NY: David McKay, 1970.

O. I. Romano-V., "The Anthropology and Sociology of the Mexican-Americans," El Grito II, 1 (fall, 1968), pp. 13-26.

BEST COPY AVAILABLE

W. Ryan, Blaming the Victim. NY: Vintage, 1971.

S. Slocum, "Woman the Gatherer: Male Bias in Anthropology," pp. 36-50 in R. Reiter (ed.), Toward an Anthropology of Women, NY: Monthly Review Press, 1975.

N. Weisstein, "'Kinde, Kuche, Kirche' as Scientific Law: Psychology Constructs the Female," pp. 228-245 in R. Morgan (ed.), Sisterhood is Powerful, NY: Vintage, 1970.

HUMBOLDT STATE UNIVERSITY
Department of Sociology, Anthropology and Social Welfare

Sociology 132: Small Groups
Instructor: Judith Little
Winter Quarter 1982

Office Hrs: Lib. 53, W 11-12
F 11-12:30
NR 211B, M 2-3 and
TBA

This course will examine the nature of interaction which occurs in small groups. It will study the ways in which social structure emerges in groups and the processes by which group members develop shared norms, expectations, definition of their situation and so on. In addition, you will conduct research on some small group phenomenon, working in small groups. Your research experience should contribute to your general understanding of the assigned readings; the readings should familiarize you with issues that will enable you to design and conduct an interesting study.

Your grade will be based on the following weighted approximately as follows:

mid-term	20%
final	30%
*group research project	40%
journal of observations concerning your research group	10%

*Each individual member of a research group will receive an individual grade based partly on the quality of the group's written report and oral presentation of findings to the class. However, every member of each research group will be asked to evaluate the contributions of each member (including him/herself) to the total project. These evaluations may be used to adjust the individual grades assigned for the project.

Assigned Readings

On Reserve in the Library:

M & R = Mills and Rosenberg, Readings on the Sociology of Small Groups
O = Ofshe, Interpersonal Behavior in Small Groups
C & Z = Cartwright and Zander, Group Dynamics
McCall and Simmons, Identities and Interactions, revised edition

Week I, January 6, 8. The field of small groups.

Week II, January 11, 13, 15. Some research methods

1. Sherif & Sherif, "Studying behavior in groups," M & R, 94-103
2. Whyte, "Doc and his boys," M & R, 94-103
3. Russo & Sommer, "Invasion of personal space," O, 276-284
4. Asch, "Effects of group pressure on the modification and distortion of judgements," O, 560-570
5. Kintz, "The experimenter effect," M & R, 103-115

Sociology 132

Week III, January 18, 20, 23. Attraction to groups (formation of your research groups)

1. Aronson & Mills, "Effects of severity of initiation on liking for a group, C, 4-10; C & Z 119-124
2. Sarnoff & Zimbardo, "Anxiety, fear, and social affiliation" O. 27-38
3. Janis, "Group identification under conditions of external danger," C & Z 80-90

Note, from now until the last two weeks of the course, we will meet in class twice a week, Mondays and Fridays. You should be using the Wednesday time period to work as a group on your project.

Week IV, January 25, 29. Group affect on individuals

1. Latane & Darley, "Group inhibition of bystander intervention in emergencies," O, 73-81
2. Siegel & Siegel, "Reference groups, membership groups, and attitude change," C & Z, 74-79
3. Jones & Jones, "Optimum conformity as an ingratiation tactic," O, 108-124
4. Milgram, "Some conditions of obedience and disobedience to authority, O, 340-360

Week V, February 1, 5. Communication patterns

1. Bavelas, "Communication patterns in task oriented groups," O, 594-604; C & Z, 485-502
2. Silverstein & Strong, "Seating position and interaction in triads," Sociometry 39: 166-170 (1976)
3. Patterson, et al, "Effects of seating arrangement on small group behavior," Social Psychology Quarterly 42:180-185 (1979)
4. Lamb, "Nonverbal and paraverbal control in dyads and triads," Social Psychology Quarterly 44:49-53 (1981)

Week VI, February 8, 12. Status structures and relations

1. Sherif, White and Harvey, "Status in experimentally produced groups," American Journal of Sociology 60:370-379 (1955)
2. Fisek & Ofshe, "Evolution of power and prestige order," O, 126-142
3. Lee & Ofshe, "The impact of behavioral style and status characteristics on social influence," Social Psychology Quarterly 44:73-82 (1981)
4. Knottemus & Greenstein, "Status and performance characteristics in social interaction," Social Psychology Quarterly 44:338-349 (1981)

Week VII, February 15, 19. Leadership and role differentiation

1. Bales, "Interactive process analysis," M & R, 40-54
2. Burke, "The development of task and social-emotional role differentiation," O, 299-310
3. Eskilline & Wiley, "Sex composition and leadership in small groups, " Sociometry 39:183-193 (1976)

Week VIII, February 22, 26. Power and its uses

1. Hurwitz, et al, "Some effects of power on the relations among group members." C & Z, 291-297
2. Emerson, "Power-dependence relations," O, 312-325
3. Lawler, "An experimental study of factors affecting the mobilization of revolutionary coalitions," Sociometry 38:163-179 (1975)
4. Molm, "Power use in the dyad," Social Psychology Quarterly 44: 2-48 (1981)

Week IX, March 1, 3. Deviance and social control

1. Schachter, "Deviation, rejection and social control," O, 425-457; C & Z, 165-181
2. Dentler & Erikson, "The functions of deviants in groups," M & R, 164-174
3. Dedrick, "Deviance and sanctioning within small groups," Social Psychology 41:94-105 (1978)
4. Levine & Ruback, "Reaction to opinion deviance," Social Psychology Quarterly 43:73-81 (1980)
5. Arnold & Greenberg," Deviate rejection within differentially manned groups," Social Psychology Quarterly 43:419-424 (1980)

March 5, 8, 10. Group presentations

Week X, March 12. Dynamics of interaction

1. McCall and Simmons, Identities and Interactions, 121-164

Note, Sociometry, Social Psychology and Social Psychology Quarterly are all the same journal. (Don't ask me why; ask the American Sociological Association!)

Important Dates:

Friday, February 5, mid-term
Wednesday, February 10 (no later! better earlier!), proposal of group research project due
Friday, March 12 (no later! better earlier!), written research project due; journals due
Thursday, March 18, final examination, 1-3 PM

SOCIOLOGY 2

SELF AND SOCIETY: SOCIOLOGICAL SOCIAL PSYCHOLOGY

Instructor: Lyn H. Lofland

Scope and Purpose of the Course: This course will introduce students to the principles and basic concepts of sociological social psychology. We shall be concerned with the interpenetration and intersection of selves and societies; that is, with exploring the way social arrangements shape who we are while we simultaneously shape the social orders of which we are a part.

Clientele: All students, lower and upper division, of whatever major, who are interested in the subject matter of the course.

Texts and Readings: Goffman, Erving, The Presentation of Self in Everyday Life, Prentice-Hall, 1959 (paper).
Lofland, Lyn H. (ed.), Self and Society: A Reader, Reprographics, UCD, prepared especially for Sociology 2, Winter Quarter, 1983.
(Both books are available from the bookstore.)

Examinations: There will be four take-home essay exams, each approximately three to four typed pages in length. See page 5 for due dates.

Grading: Students are responsible for all class materials. Grades are based on (1) attendance at lecture and discussion sections; (2) participation; and (3) performance on the exams.

College-level reading, writing, and note-taking skills will be assumed. Written work will be judged not only for mastery of the course materials but for syntax, clarity and precision of expression, punctuation, and so forth, as well.

Discussions: This course is sectioned and section attendance is required.

Work Expectations: You should expect to devote a minimum of 12 hours per week. Four of these are, of course, spent in lecture & discussion section. The average weekly reading load is in the vicinity of 65 to 70 pages.

Approximate weighting: Exams 2, 3 & 4 = 75%
Exam 1, course participation & attendance = 25%

Thursday, January 5	Organizing Session
Tuesday, January 10	I. Introductory Ideas: Self, Human Nature, Society Cooley, Charles Horton, "Looking Glass Self" in S&S. Mead, George Herbert, "The Self and the Organism" in S&S. Cooley, Charles Horton, "The Primary Group and Human Nature" in S&S. Faris, Ellsworth, "The Nature of Human Nature" in S&S. Blumer, Herbert, "Society as Symbolic Interaction" in S&S.
Thursday, January 12 thru Thursday, January 19	II. The Creation of Selves: Childhood Socialization Davis, Kingsley, "Final Note on a Case of Extreme Isolation" in S&S. Denzin, Norman K., "The Genesis of Self in Early Childhood" in S&S. Kohn, Melvin & Carmi Schooler, "Class, Occupation and Orientation" in S&S. Chafetz, Janet, "The Bringing Up of Dick and Jane" in S&S. Fine, Gary Alan, "Friends, Impression Management and Preadolescent Behavior" in S&S.
Tuesday, January 24 thru Tuesday, January 31	III. The Self in Space and Time: Cultural and Historical Variation Lee, Dorothy, "Codifications of Reality: Lineal and Nonlineal" in S&S. Hall, Edward, "Space Speaks" in S&S. McIntosh, Mary, "The Homosexual Role" in S&S. Zurcher, Louis, "Chapter 2 of The Mutable Self in S&S. Turner, Ralph H., "The Real Self: From Institution to Impulse" in S&S.
Thursday, February 2 thru Tuesday, February 14	IV. The Transformation of Selves: Alternation and Conversion Shibutani, Tamotsu, "Reference Groups as Perspectives" in S&S. Lemert, Edwin, "Paranoia and the Dynamics of Exclusion" in S&S. Goffman, Erving, "On the Characteristics of Total Institutions" in S&S. Lifton, Robert J., "Thought Reform: Psychological Steps in Death and Rebirth" in S&S. Lofland, John & Norman Skonovd, "Conversion Motifs" in S&S.

Thursday, February 16 thru Thursday, February 23	V. The Feeling Self: The Sociology of Sentiments and Emotion
	Goode, William J., "The Theoretical Importance of Love" in S&S. Hochschild, Arlie, "Emotion Work, Feeling Rules and Social Structure" in S&S. Lofland, John, "Crowd Joys" in S&S. Volkart, Edmund H. (with Stanley Michael), "Bereavement and Mental Health" in S&S. Lifton, Robert J., "Psychological Effects of the Atomic Bomb in Hiroshima" in S&S.
Tuesday, February 28 Tuesday, March 13	VI. The Acting Self: Social Interaction
	Goffman, Erving, The Presentation of Self in Everyday Life.

Sc 180.01 Social Psychology
TT 9 a.m.

Prof. Michael Malec
McGuinn 419 X 4138

Spring 1980

Introduction: The course is an introduction to social psychology; it assumes that you have taken an introductory level course in sociology or psychology.

The course could be subtitled, "Perespectives and Problems." We will begin by looking at several perspectives (or theories or schools of thought) in social psychology, including behaviorism, field theory, psychoanalysis and symbolic interaction. We will then move to a study of a few of the problems that are closely identified with social psychology; among these will be mass communication, aggression, and attitude formation and change. We will try to determine how each of these problems is handled by each of the perspectives.

TEXTS: The following required books are available in the B.C. bookstore:

*Aronson, Elliot, The Social Animal (2nd ed.)
*Deutsch, Morton and Krauss, Robert, Theories of Social Psychology
*Henley, Nancy M., Body Politics
*Hornstein, Harvey A., Cruelty and Kindness
*Zimbardo, Philip G. et al., Influencing Attitudes and Changing behavior (2nd

GRADES: For me, grading is never entirely objective. My own judgments do affect the process. Therefore, the weights given below should be regarded as close approximations, not as a concrete formula.

a) Final Exam - 20%
b) Two hour exams (tentative dates: Feb.28 and April 10) 15% each
c) A research paper, due April 22 - 25%
d) A series of short assignments, given with two weeks' notice at various points in the semester, will contribute the balance of the grade - 25%.

NOTE: I do not give make-up exams or quizzes unless you present me with a written medical excuse or receive permission from the Dean's Office. I do penalize late assignments. And I do reserve the right to adjust grades for significantly outstanding (positive or negative) classroom contributions.

OFFICE HOURS: MWF 10:30-11:30 and MW, 2-3. I encourage you to visit me to discuss your work. Since I am usually on campus five days a week, you can also see me outside of the scheduled hours. To be safe, it is wise to make an appointment at least the day before.

SC 180.01
Spring, 1980

1. Grading

Course grades will be determined by a combination of (a) written examinations and (b) papers or projects. Students will have some choice in determining the portion of their course grade derived from exams and papers, but both (a) and (b) must contribute at least 40% and not more than 60% to the course grade.

(a) Exams: The final will be weighted at 20%, 25%, or 30%. The hourlies will be weighted at 10% or 15%.
(b) Papers or projects: A major paper (due April 22) will be weighted at 25% or 30%. Projects or smaller papers will be weighted at 10% or 15%.

Every student must take the final exam, at least one hourly exam, and must write a major paper.

2. Short papers

Short papers normally will not exceed three typed pages, double spaced. In preparing these papers, you are expected to use the library or some other reference/research source to provide at least one piece of external documentation. You should make a real effort to present a well-organized and clearly written paper; your ideas, no matter how brilliant, are useless if they cannot be communicated.

Three possible topics are listed below.

(a) Select some type of conformity/independence behavior which is readily observable (e.g., drinking because of peer pressure) on campus. Describe this behavior and the social psychological factors which produce or inhibit the behavior. Explain these, using social psychological theories and research.

DUE: Feb. 12

(b) From radio, TV, newspapers, magazines, billboards, or other sources, select an advertisement or a series of ads. Analyze the ad on the basis of mass communication, conformity, and attitude change the discussion of presented by Aronson and other sources. Alternatively, you may select two different ads and compare them. Or you may examine the kinds of ads used for different audiences, e.g., TV ads as seen on Saturday morning cartoon shows, on sports events, on prime time dramas, on daytime soap operas.

DUE: Feb. 26

(c) based on what you know about social psychology, design a workable program to change, even temporarily, the attitude and/or behavior of one of the following:

(1) a group of B.C. students whom you wish to eat a meal which includes as a main course a dish of fried grasshoppers;
(2) one of your parents, whom you wish to stop smoking;
(3) a friend who happens to be a male chauvinist pig, whom you wish to become a supporter of the Equal Rights Amendment.

DUE: March 11

3. In Class Debates: One Type of Project

Two teams, each composed of 2-4 students, will debate a topical issue in class. Their arguments will be evaluated on their social psychological soundness. Topics might include the following (a partial list---you may suggest others):

(a) Commercial advertising aimed at children under the age of eight should be banned, and such ads aimed at children aged 9-13 should be regulated by an outside agency.
(b) Programs of legislatively mandated integration (e.g., in areas of housing, employment, or education) are necessary, proper, and effective means of achieving the American goal of equality.
(c) Capital punishment is an ineffective deterrent to homicide.

COURSE OUTLINE

I. Course Title: Self and Society

II. Prepared by: John Stimson, William Paterson College of N.J.

III. Credit: Three

IV. Prerequisites and Restrictions: None; general education component

V. Course Description:

The social self is the basic unit of personal life and the society that surrounds it. Its development, and the ways in which we come to value or dislike ourselves, are discussed in the context of everyday social interaction. The key element is the possibility, and even the necessity for the self to change.

VI. Objectives:

1. To explain the development of the self as it is influenced by occupying the roles that make up the social structure.

2. To demonstrate how an understanding of sociological concepts of the self facilitates interaction with others.

3. To describe society, from the point of view of each individual's possible impact.

4. To explain current theory and research in the area of sociological-social-psychology, using symbolic interaction as the primary organizing theory.

VII. Course Content:

I. Introduction to Current Theory
Project #1: Have each student interview and then introduce to the class another that they do not already know. Discuss the social characteristics and categories that were used.

A. An overview of social psychology
B. Distinguishing between sociological and psychological approaches to social life
C. Choosing among various models of the individual as a social being

Project #2: Introduce and solicit from class all the "disgusting and barbaric" practices they ever heard of--(you start the discussion with the popularity of puppy-stew in the East). Then ask if there is one human that can encompass all these "oddities" (as well as our own peculiarities).

1. Models of human nature; distinguishing characteristics
2. The symbolic interaction perspective

D. Implication of symbolic interaction theory for understanding everyday interaction
   1. Personal contact is essential
   2. Participant observation as the preferred method

E. Why most sociologists find symbolic interaction theory compatible with their views of society.
   1. Unique strengths: coverage of flexibility and change
   2. Special weaknesses: Omission of power and underemphasis of emotion.

II. Society and the Individual

A. Society as interacting individuals
   1. H. Blumer on interaction process
   2. E. Goffman on interaction riturals and the dramatic nature of interaction

B. Reference Group Theory and Significant others

Project #3: Have each student bring in at least five words and their definitions, that they think we will not know, from their occupational, ethnic, or leisure-time subcultures. Discuss the different world views they imply.

   1. Sub-Cultures and their diversity and influence
   2. Types of reference groups and reference individuals

C. Language and humanness
   1. Forming definitions of the situation
   2. Importance of social conventions for the definition of reality

Project #4: Using George Orwell's "Principles of Newspeak" from 1984 as a context, explain that if language is politically limited and manipulated, so is thought. Ask students to become "Benevolent, Big-Brothers" and choose a social problem that they would like to manipulate by (1) eliminating noxious concepts (usually labels) and (2) adding new words that have the "correct" connotations.

III. The Formation and Importance of the Self

A. Self vs. personality system: identities
   1. The psychological vs. sociological view of personality
   2. Components, characteristics

B. The Development of the Self: Acquisition of Identities and Generalized Attitudes
   1. Family roles and self-attitudes: primary groups
   2. Self-acceptance and the reaction of the "Audience"
   3. Role-Taking as the primary mechanism of social interaction
   4. Freedom and Constraint in social life: conformity
   5. Generational conflict and multiple realities

IV. Selected Studies of the Self in Everyday Interaction

A. Becoming Deviant
   1. Marijuana use as learned behavior
   2. Emotional disturbance and the "well-role"
   3. Being Sane in Insane Places

B. Protecting the self: Social Defenses ("Accounts" and "Explanations" of Deviant Acts)

C. Changing the Self: Being Fat in America

D. Politics and power in social interaction

E. "Romantic" interaction and intimacy as social processes of development

V. Selected Texts:

Hewitt, John R. Self and Society: A Symbolic Interactionist Social Psychology, Boston: Allyn and Bacon, 1975.

*Karp, David A. and Wm. C. Yoels. Symbols, Selves, and Society: Understanding Interaction, New York: L.B. Lippincott/Harper

*McCall, George J. and J.L. Simmons. Identities and Interactions New York: Free Press, 1978.

Stone, Gregory P. and H.A. Farberman, eds. Social Psychology Through Symbolic Interaction, New York: John Wiley, 1981.

Weigert, Andrew J. Sociology of Everyday Life, New York: Longman, 1981.

VI. Bibliography

Bales, R.F. Personality and Interpersonal Behavior. New York: Holt, Rinehart, Winston, 1970.

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SW 327 (cross-listed, SOC 352M)
Human Behavior and the Social Environment
Unique number: 60300
T/Th 1:30 - 3:00
Room: SWB 2.106
Fall, 1983
Professor Zurcher
Office: SWB 3.116D
Office hours: by appointment

School of Social Work
The University of Texas
at Austin

COURSE OBJECTIVES:

To provide students with a basic understanding of the usefulness of symbolic interaction theory and research findings as a framework for social work practice. Symbolic interactionism, a theoretical perspective which incorporates concepts from basic psychology, sociology, and anthropology, will be shown to be particularly helpful to social workers for understanding the relation between human behavior and the social environment. The course also will have a "social problems" orientation. That is, special attention will be given to the manner in which suffering and inequity often plague humans in, and because of, their social environments. The course also will present students with a general intervention framework for bringing about constructive change in human behavior and social environments.

COURSE TEXTBOOKS:

Grace Ganter and Margaret Yeakel, Human Behavior and the Social Environment: A Perspective for Social Work Practice. New York: Columbia University Press, 1980.

Louis A. Zurcher, Social Roles: Conformity, Conflict, and Creativity. Beverly Hills, California: Sage Publications, 1983.

BASIS FOR GRADES:

First midterm examination: closed book; essay type; 90 minutes; 100 points.

Second midterm examination: closed book; essay type; 90 minutes; 100 points.

Final examination: closed book; essay type; 3 hours; 100 points.

Total number of examination points: 300 points. The course grade will be determined as follows:

270-300 points = A
240-269 points = B
200-239 points = C
160-199 points = D
000-159 points = F

No late or make-up exams will be permitted without exceptional excuses.

COURSE OUTLINE

Date	Topic	Reading
T 30 Aug	Introduction to course; review of syllabus.	Handouts
Th 1 Sept	A framework for the analysis of human behavior and the social environment--sociological perspectives.	Lecture notes
T 6 Sept	A framework for the analysis of human behavior and the social environment--psychological perspectives.	Lecture notes
Th 8 Sept	A framework for the analysis of human behavior and the social environment--anthropological perspectives.	Lecture notes
T 13 Sept	A framework for the analysis of social and psychological stress.	Lecture notes
Th 15 Sept	A framework for planned change in human behavior and the social environment.	Lecture notes
T 20 Sept	Symbolic interactionism--theory and method.	Zurcher, Ch. 1; Ch. 13
Th 22 Sept	First midterm examination--all material thus far.	
T 27 Sept	Nature of human behavior and the social environment; concepts needed by social work practitioners.	Ganter and Yeakel, 1-7; 284-290
Th 29 Sept	Social influences on self-concept.	Ganter and Yeakel, 9-35
T 4 Oct	Reference group behavior.	Ganter and Yeakel, 36-62
Th 6 Oct	Social reality.	Ganter and Yeakel, 63-95
T 11 Oct	Social role.	Ganter and Yeakel, 96-129
Th 13 Oct	Infancy and early childhood--special issues for minorities and women in U.S. society.	Ganter and Yeakel, 130-157

Date	Topic	Reading
T 18 Oct	Childhood--special issues for minorities and women in U.S. society.	Ganter and Yeakel, 158-183
Th 20 Oct	Adolescence--special issues for minorities and women in U.S. society.	Ganter and Yeakel, 184-209
T 25 Oct	Adulthood--special issues for minorities and women in U.S. society.	Ganter and Yeakel, 210-249
Th 27 Oct	Older adults--special issues for minorities and women in U.S. society.	Ganter and Yeakel, 250-283
T 1 Nov	Second midterm examination--all material thus far.	
Th 3 Nov	Assimilating a role in a total institution.	Zurcher, Ch. 2
T 8 Nov	Developing an informal role in a formal organization.	Zurcher, Ch. 3
Th 10 Nov	Staging emotional role behavior.	Zurcher, Ch. 4
T 15 Nov	Dealing with an unacceptable role.	Zurcher, Ch. 5
Th 17 Nov	Modifying a routine role.	Zurcher, Ch. 6
T 22 Nov	Filling a role void.	Zurcher, Ch. 7
Th 24 Nov	Thanksgiving	
T 29 Nov	Enjoying an ephemeral role.	Zurcher, Ch. 8
Th 1 Dec	Developing role balance and reacting to disruption of role balance.	Zurcher, Ch. 9; Ch. 10
T 6 Dec	Resolving role marginality.	Zurcher, Ch. 11
Th 8 Dec	Transforming an accustomed role.	Zurcher, Ch. 12
Final exam period	Final examination--all material thus far.	

ADDITIONAL MATERIALS

The following materials are included as examples of supplementary course materials and sample assignments for the users perusal. The editors hoped that this section would have many more items but very few materials were submitted for inclusion. Professor Rouse's article provides some general suggestions for developing supplementary and illustrative materials. In addition, the Teaching Resources Center has published a volume of techniques for teaching sociology, many of which can be utilized in the introductory social psychology course. This volume is undergoing revision: contact the Teaching Resources for further information.

An additional source of ideas and suggestions is the Newletter of the Society for the Advancement of Social Psychology. This newsletter publishes course syllabi and teaching techniques as well as other items of interest. An exhange of opinions on the value of using games, simulations, and role-playing in the classroom appeared in the December 1981, February 1983, and October 1983 issues. For further information contact:

Robert E. Rosenwein, Co-Editor
Thomas O. Blank, Co-Editor
SASP Newsletter
Social Relations Department, Price 40
Lehigh University
Bethlehem, PA 18015

The Sage publication, Teaching Sociology is another source of teaching ideas and thoughts on alternative classroom techniques.

Just to remind readers, the syllabi by John Doby, Alex Inkeles, Ann Leffler, and John Stimson include a large number of references and additional reading suggestions. The course described by Michael Malec includes examples of his out of class assignments.

All users of this material are strongly encouraged to submit examples of classroom exercises and out of class assignments which they feel have been successful tools for teaching social psychological concepts, theories, or methodologies. If there is enough response, a future edition of this resource set will include a more comprehensive assortment of supplementary materials. Send materials to:

Judith Little
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Arcata, CA 95521

6-MAY-1984

Sociology 260/401: Social Psychology (Fall/84)
Dr. Jeffrey Chin, Le Moyne College

Sociology 260/401 Grading Contract

You will be responsible for devising an evaluation plan which best suits your skills and interests. It will be done through the use of a 'contract.'

Your evaluation package will total 100 points. You must take the final exam which is worth 25 points. The remaining 75 points are to be allocated to the alternatives of your choice.

There is one condition under which you may waive the final exam. If you successfully complete the weekly assignments, you may substitute something else in place of the final exam.

The alternatives for fulfilling this part of the course requirement are described below. You should also fill out a tentative timetable for completion of the work if it is called for.

Option One: Weekly Written Assignments

For each chapter of Aronson, there is a section in the companion studyguide (Investigating the Social Animal) entitled 'Active Reading' which encourages the student to think about and to write short answers to questions about the readings. Each of these written assignments will be graded pass/fail. If you complete all of these written assignments on time, you will receive at least a 'B' for this component of your grade. If you do not complete all of the assignments, you will not get credit for your work.

Option Two: Game Simulation of Social Processes

I will be running two game simulations during the semester which are directly relevant to this course. I think that you will find them to be instructive of basic social psychological concepts as well as entertaining.

It is generally the case that more learning takes place during the post-game discussion and when students are asked to think about the exercises in terms of their course material. Short paper assignments will be distributed following the exercise.

Option Three: Something Else

The next category of options is open-ended. For example, you may come up with something not described here and it could be considered for credit.

BEST COPY AVAILABLE

BEST COPY AVAILABLE

One possibility is that you may want to assist in the process of developing and/or redirecting some aspect of this course; e.g., new books, assignments, evaluation procedures, etc. This can involve things such as textbook reviews, literature searches, etc. Depending upon the project, the amount of credit available will vary.

A second possibility is to participate in in some aspect of an on-going social psychological research. The project need not be based in an academic institution.

Other possibilities include compiling an annotated bibliography, a non-textbook or article(s) review, social psychological critique of a novel, or something else.

See me before the contract due date if you have questions and/or need more information on any of the options described above.

Fill out the two copies of the contract and return one copy to me by September 10. I will approve your selections if they look OK or make suggestions if they do not. Be sure to observe required deadlines which will vary depending upon the assignment.

Contract - Student Copy

1. Final Exam, mandatory,
   except under certain conditions (see above) _____%

2. Weekly Assignments (0-50%) _____%

3. Simulation on Social Influence (10/24
   and 10/31, 6-9 pm)
   and Paper, due 11/7 (0-25%) _____%

4. Simulation on Society Building (11/9,
   3:30-5:30, and 11/10, 9-5)
   and Paper, due 11/16 (0-25%) _____%

5. * Something Else (0-75%) _____%
   - describe below

* Timetable required

Editors' note: Professor Chin's syllabus is included in the previous section. He made the following comments about his student contract.

> The syllabus gives you a pretty good idea of the substantive topics covered. The contract describes what I feel are unusual aspects of the course in greater detail.
>
> In particular, I'd like to call your attention to the use of game simulation (option two in the contract). This fall I will encourage students in social psych. as well as in Intro, to participate in Gamson's new game simulation "What's New?" SIMSOC will also be available for those who are interested, although I am not promoting it as heavily this year as in years past.
>
> Second, I will be encouraging students to undertake an empirical project, most likely a quantitative study using the school's mainframe computer, and most likely in the substantive area of racial attitudes. They will use Campbell's monograph as a starting point. This aspect of the course will be subject to some scrutiny, since we are searching for ways to make our courses both more relevant for today's society and more appealing to non-majors. We hope that the use of the computer will achieve these goals.
>
> Although this does not solve the problem of creating a distinctly sociological social psychology course, I feel that the emphases are away from experimentation and other areas within the realm of our psychologist friends.

Editors' note: Professor Hill requires students to keep a journal describing everyday events using social psycholo-ical concepts and theories.

Introduction to Social Psychology (SY313)
Lester Hill, Jr.

GUIDELINES FOR KEEPING THE SOCIAL PSYCHOLOGICAL JOURNAL

I. GENERAL INFORMATION

1. In order to receive credit for this course, in addition to the exams you must keep a journal describing and explaining everyday events that you see, hear, or read about by using social psychological concepts presented in the course.

2. All of the journal entries must be kept in a notebook.

3. Use only the type of notebook described in class.

4. Do not remove any of the entries from the notebook, even those that have been graded.

5. Keep only journal entries in the notebook.

II. FORMAT

1. You must use the following format for each entry:

   OBSERVATION (WRITE THIS WORD OUT AND UNDERLINE IT)

   Here you should describe in your own words an event that you have seen, heard, or read about.

   EXPLANATION (WRITE THIS OUT WORD AND UNDERLINE IT)

   Now, explain the event that you have described by using one and only one social psychological concept. Underline the concept so that I can find it quickly.

2. You must turn in the notebook for a journal check four times during the semester (see course schedule). Every time you turn it in, it must contain five (5) entries as described above.

3. Each entry must have a different concept.

III. CONTENT

1. For each entry use only one social psychological concept.

2. Do not use the same concept twice.

3. Use only those concepts we have covered in the course. Do not skip ahead.

4. Describe specific events in the OBSERVATION section of the entry. For example, do not describe what people do at parties. Describe what happened at a particular party.

5. Use a specific social psychological concept to explain the event.

6. Make sure your description is clear. One sentence is not enough.

7. Make your explanation convincing. Explain your explanation that is, convince me that you understand the concept and that it does explain the event that you have described.

IV. WRITING

1. Your writing must be legible.

2. Use correct grammar.

3. Use correct spelling.

4. Each mistake in writing will cost you one point.

V. DUE DATES

1. See course schedule for due dates for each journal installment check.

2. You will be penalized 10% per day for each day the journal is late.

Social Psychology (R234)
Robert M. Khoury

The Sense of Humor Scale

Professor Khoury has developed a scale to measure the ability to perceive funniness. Five non-joke items are mixed with six jokes and given to subjects in a self-administered questionnaire. Instructions given subjects request them to read each joke and rate it on a 6 point response format with categories defined as: very funny, funny, slightly funny, slightly unfunny, not funny, not at all funny. Following are the joke items.

Item 1 (Allusion)

"We've developed a coin machine guaranteed to give the customer satisfaction," the salesman told the storekeeper.
"You mean it's built so the customer can't lose his coin?"
"No," replied the salesman. "But when he kicks it, it groans."

Item 2 (Absurdity)

A man stood on a street corner waiting in vain for the heavy traffic to thin out so he could cross. Finally as he was about to take his chance, he spied a man on the other side and called to him, "Say, how did you get over there?"
The other cupped his hand about his mouth. "Easy," he shouted. "I was born over here!"

Item 4 (Allusion)

Two youngsters were walking home from Sunday school after having been taught a lesson on the devil. One little boy was overheard saying to the other, "What do you think about all this devil business?"
The other youngster replied thoughtfully, "Well, you know how Santa Claus turned out. It's probably just your dad."

Item 6 (Double meaning)

A taxi driver was darting in and out of heavy traffic with complete abandon. After a few harrowing blocks, his passenger leaned forward. "Would you please be more careful? I have eight children at home," she said.
To which the driver replied, "Lady! You're telling me to be careful?"

Item 9 (Displacement)

A young man about town took a glamorous girl out on a date. They were driving down a moonlit country lane when the engine suddenly coughed and the car came to a halt.
"That's funny," said the young man. "I wonder what that

knocking was?"
"Well, I can tell you one thing for sure," the girl replied icily. "It wasn't opportunity."

Item 11 (Multiple Usage)

A foreign visitor to this country was having his belongings searched by a customs official. "Do you," asked the inspector, "have any pornographic literature?"
"Pornographic literature!" he burst out indignantly. "I don't even have a pornograph!"

(See Khoury, "Sex and intelligence differences in humor appreciation: A re-examination." Social Behavior and Personality 5: 377-382, 1977)

Professor Khoury writes:

> The Sense of Humor Scale has been especially useful to me in demonstrating the operationalization of feelings and emotions. Students respond very favorably to the attempt to quantify humor appreciation in this manner.
>
> Students are asked to complete the Scale and the scores are used to test two widely-known hypotheses:
>
> Humor appreciation varies with intelligence such that the highly intelligent have a better sense of humor than the less gifted, and vice versa. (Self-reported cumulative GPA is used as an easy measure of intelligence).
>
> And, women have a better sense of humor than men.
>
> Comparing mean scale scores, sex and intelligence differences are usually found in the expected direction. Furthermore, because the Scale is built around Freud's typology of joke techniques, these differences can be broken down by type of humor.
>
> Most students are fascinated by this attempt to document the sense of humor and the follow-up discussions are typically enthusiastic and lively. In stimulating and maintaining student interest, the Sense of Humor Scale compares favorably with any other technique of attitude measurement I have demonstrated in the classroom.

Prof. Leffler
Soc. 350: Social Psychology

RESEARCH METHODS IN SOCIAL PSYCHOLOGY

I will assign you to 3-person groups. Your first task is to analyze Exercise 1.2, "Research Critique" in Pines and Maslach. Each group will then report to the class what it considers some of the most troublesome flaws in that research, explaining what ramifications each has for conclusions we may draw from the research.

Your next task is to design bad research of your own. I am asking you to do this because although you may never be asked in the Real World to design good research yourselves, you will definitely be asked many times to accept what seem authoritative researchers' opinions. You will be told that these opinions rest on research facts, and that you have no choice but to believe them. To counter this pressure requires practice in detecting what you consider bad research. Hence this exercise.

I will suggest possible topics around which to design your bad research. You may choose your own topic instead. You are being asked to design hypothetical research, not actually to carry out your plan. The entire exercise should take you about an hour. Each group will report to the class what research it has designed, how that research is flawed, and what ramifications each flaw has for conclusions we may draw from the research.

Throughout the rest of the quarter, should you notice any research flaws inside or outside the class (e.g. on TV ads or in newspaper articles), please feel free to mention them during class discussion.

Professor Leffler writes:

> The goal of my own continuation is to confront students with a setting in which they work creatively as a team to develop their own "bad" research. The nature of the assignment means that it is not ego-threatening to fail at it, and my experience with it has been that beyond their initial surprise that they are being asked to abandon imitative 'Design science our way' learning, students thoroughly enjoy not only the exercise but also the class report period which follows it.

1.2 RESEARCH CRITIQUE

An enterprising student decided to do an original experiment on racism that would be a distinct improvement over previous studies. However, the student's description of the experiment is clear evidence that good intentions do not ensure good research skills. On the worksheet below, first list all the errors in the study, and then indicate a way in which each could be corrected or improved.

RACISM AND GROUP INFLUENCE

Even though a lot of studies have been done on the subject of racist attitudes, I felt that they were all bad, and so I carried out a study of my own. I contacted fifteen schools, but only one was willing to let me use some of its pupils as subjects---on the condition that the teachers would select them. Over sixty names were given to me, and from them I selected, by using a pretest racism questionnaire, those subjects who expressed some racist attitudes (n = 25). Because some of the subjects were young, I thought it necessary to use simple statements that were all worded in one direction (i.e. agreement with each item always indicated racism). This pretest was done a few days before the experimental group discussion. The second measure (using the very same questionnaire) was done a few days after the group discussion. In the group situation, items from the racism scale were presented for group discussion. Confederates planted in the group responded in a systematic, nonracist way. From the total of 25 subjects, I took only the top 10 subjects (those who scored highest on the pretest) for the analysis to be reported here. The analysis I used was analysis of variance. The mean score for the pretest was 87.4, SD = 20.85. After the experimental induction of the group discussion, the mean score was 83.13, SD = 15.62. Because the score on the racism quesionnaire was lower after the discussion session, this study clearly shows that racism can be reduced through group discussion.

(From A. Pines and C. Maslach, Experiencing Social Psychology. New York: Knopf, 1979, p. 31)

Steven McGuire
Soc 309, Social Psychology

First Home Assignment

Due: Friday, September 11, class time

Think about some one person close to you. Describe the person (who can remain anonymous) in terms of the three basic dimensions in Meharabian: arousal/non-arousal, pleasure/displeasure, and dominance/submissiveness. Next, now that you have thought about it a little, describe yourself on those dimension. Rate yourself as high, low, in-between, etc., and then describe yourself in terms of each dimension a little more fully. Then ask someone close to you to rate and describe you. See if there are any discrepencies.

As you write up this assignment, ask yourself how you are feeling at the moment and report this also. That is, report how you are feeling in terms of the dimensions. Were someone to be observing you, which ends of each dimension are you showing? In reporting on these things you need not use the temperature test to find out more about where you stack up, but you should go into the area of your empathetic ability and the concept of screening.

The length should be 1-3 typed pages (double spaced). NOTE WELL: keep a carbon copy or make a xerox copy of this and all assignments before you hand it in, and hang on to it (them) until you get your final grade. As for typing, please type or get someone to type it if at all possible. Otherwise write as neatly and readably as possible. As for grammar, spelling, and punctuation, these count as a small portion of your grade. Further, you are allowed a maximum of five errors per paper before it is returned to you to be redone (within a week, if you want a passing grade).

Steven McGuire

SOCIAL PSYCHOLOGY SECOND TAKE HOME ASSIGNMENT

LISTENING TO LANGUAGE

Start at once listening to the language around you; that of your friends, the other student groups, your teachers, family, and if possible, neighbors back home. Start noting the nonverbal communication around you as well. Your job is to become alert to language and communication differences in the different social groups around you. Notice differences related to vocabulary, pronunciation, rules of English, etc. Watch for specialized languages (broadly defined) such as those pertaining to computers, Spanish, politicians, or soap operas and game shows. How does language and communication change from (e.g.) the classroom to the cafeteria to Jan and Doris? How does your own speech change from one group enviornment to another? Your own nonverbal communication? How does the nonverbal communication of arousal, pleasure, and dominance/submissiveness vary? Think of the different "worlds" or cliques or places around you and notice the differences in communication patterns. You might at times try closing your eyes, or watching nonverbal communication out of earshot, or sitting in on new groups. Are there any key words or slogans, ones which seem to help unite a group or influence its feelings? How does all this influence the way people act and think? In other words, what sorts of differences in perception, thinking and emotion might possibly result from these variations in language? During this time you should read Lindesmith, Straus, and Denzin, chapter 4, and if you get stuck, chapter 15. Also read Mezzrow, "Really the Blues."

How does Olivet exemplify the "group basis of language?" Describe what you have heard and seen, along with your conjecture about the possible impact of language on communication differences. Write a paper of 5 pages or so (no penalty for longer). Criteria: quality, grammar, spelling (maximum of five errors after which the paper is returned to be redone for a passing grade). Lateness = one grade level off for each working day late. I prefer the papers typed, but typing is not required. Do keep a carbon or xerox copy, until final course grade time. Due: Wednesday, September 23, class time.

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